

Educational

Review

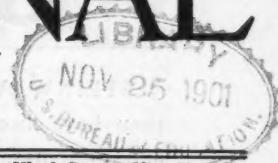
THE SCHOOL JOURNAL

NEW YORK · CHICAGO · BOSTON

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Income from Interest and Rents.....	\$68,096.10	1,072,625.14	\$64,539.04	111.11
TOTAL.....	\$2,722,648.52	\$5,897,164.88	\$3,174,516.36	116.60
Assets December 31.....	\$11,252,639.54	\$16,245,622.04	\$4,992,982.50	133.24
Amount Insured December 31.....	\$63,290,789.00	\$136,238,923.00	\$72,948,134.00	115.26
Surplus December 31.....	\$870,581.77	\$2,324,635.51	\$1,454,053.74	167.02
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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXIII.

For the Week Ending November 23

No. 19

Copyright, 1901, by E. L. Kellogg & Co.

Some Thoughts by the Way.

Opinions have a value; convictions mold the world.
The graciousness of culture is humbling the arrogance of knowledge.

The love that cleanses the lover will purify the world.
A life is alive as long as it is used to give life.

The motive gives the quality to the act.

We keep the best things when we give them to others.

We grow as long as we give and do.

Teach and live the best things and righteousness will fill the earth.

Courage makes peace possible and fear a guardian angel.

The blessing comes when we have forgotten the service rendered.

Be sensitive for others and you will forget to be sensitive for yourself.

Be alert to believe good of others and goodness will fill your life.

Take the hard places and give others the easy seats and happiness will crown your toil.

Forget yourself and you will be remembered; remember others and your life will be filled with joy.

Be more concerned about your own work than anxious about another's service.

Want others to have the best and you will have the blessing.

Be too busy to see or know evil in any one.

To trust is to become pure; to love is to live abundantly.

We shall find the Grail when we can use it.

Do the best you can and the best you can use will be yours.

The home of the soul is reached thru paths that lead along God's Highway.

Those who serve are saved. W. W. STETSON,
Augusta, Maine. State Superintendent.

Rural Home for Boys.

Chicago continues to set the right pace. A movement is now on foot to establish a rural home for delinquent boys.

The proposition came from Judge Richard S. Tuthill, of the juvenile court. The first contribution of \$5,000, was made by Mr. Samuel W. Allerton. Other contributions have already been made.

A good sensible business man's view is that expressed by Mr. Henry E. Weaver, of the Weaver Coal Company, who in handing over his check for \$5,000, said: "I believe every business man in Chicago feels that these boys ought to be taken care of. They are going to be a help or a hindrance to our city in the future. The whole

question hinges on the way they are brought up. The school should have at least \$250,000 to start on, and I for one will undertake to raise \$25,000 among my friends."

Of such stuff are business men in Chicago.



Public High Schools.

These institutions in 1890 numbered 2,526, while in 1900 the number had risen to 6,005, the increase being distributed thru all parts of the country. The high school pupils enrolled in 1900 in round numbers is about 520,000. It appears that 12,588 pupils for each million of inhabitants attended schools beyond the elementary.

These figures show a uniform consensus of public opinion thruout the nation in favor of providing secondary education at public cost. The study of the French and German languages has increased thirty per cent.; of general history from twenty-seven to thirty-eight per cent.; the number of Latin scholars has increased and the number of students taking physics has decreased. The grand total of pupils in all schools, elementary, secondary and higher, public and private, for the year ended July 1, 1900, was 17,020,710.

The enrollment in public institutions supported by general and local taxes was 15,433,462.

About twenty-one per cent. of the population of the United States attend some public school supported by the taxes of the state or municipality. There is an attendance on private schools of two per cent. of the entire population.



Class Management and Discipline. V.

By JOSEPH S. TAYLOR, Principal Public School 19, New York.

(Continued from last week.)

Devices of Class Government.

The strongest teacher usually has certain devices by which he apparently governs his class. Each teacher ultimately evolves a system peculiar to himself. There may be a thousand ways of accomplishing a given result. Weak teachers usually make the mistake of firing their heaviest guns at the start, and if they fail in this nothing is left but to fall back upon the principal. His assistance ought to be the very last factor in your calculations. The following list comprises a few of the possible modes of correcting disorder:

- (a) A glance in the direction of the offender.
- (b) A quiet summoning to the desk by beckoning, and a kind but firm reminder that his conduct is objectionable.
- (c) A second summoning and one demerit.
- (d) Two demerits.
- (e) A reprimand and five demerits.
- (f) Tell pupil to change his seat temporarily and sit by the desk, informing him quietly that inasmuch as it is necessary to watch him you want to make it as convenient for yourself as possible; this and five demerits more.
- (g) Refuse to allow him to go on with the lesson; let him sit with his arms folded for five or ten minutes, then let him write a careful letter on the propriety of obeying one's teacher. If this is not properly done, charge a lesson and ask him to bring it next morning. More demerits.

By this time the session is probably at an end. Do all this with becoming dignity and self-control. Do not betray anger or annoyance, because that is a sign of weakness. As long as you are cool he is afraid of you, because he instinctively knows that you have power in reserve. When you get angry and threaten, he knows that you have nearly reached the limit of your resources.

Before the beginning of the new session, take him aside and say to him, "My boy, I want you to tell me now, before the lessons begin, what you intend to do this afternoon. You know I cannot allow you to interrupt the class again, and I tell you now that I would not allow it even if I could. What are you going to do about it?"

My experience is that such a pupil will make no more trouble that day.

Now, suppose a child talks when he has been told to keep still. The teacher is angry and says: "If you repeat that I shall send you to the principal." The pupil does repeat it and is sent to the office. This teacher has not exhausted her resources. A hasty threat has made it necessary for her to resort to the extreme penalty at a single bound, when, if she had but kept cool, she might have found a dozen remedies within her own control.

You will notice that in the above list of class punishments I have not included writing a note to the parent or keeping in after school. These are still in reserve before it is necessary to call on the principal.

Debits and Credits.

In the preceding discussion I made some reference to demerits. The use of these marks can be made a very effective force in class discipline. The method is as follows:

DEBITS.

Week Ending March 17, 1899.	Mon.	Tues.	Wednes.	Thurs.	Fri.	TOTAL.
Smith	1	1	1	1	1	8
Jones						
Brown						

CREDITS.

Mon.	Tues.	Wednes.	Thurs.	Fri.	TOTAL.
1	1	1	1	1	10

These marks should be kept in ink. Monitor never enters or erases a mark except upon the teacher's express order. There may be separate books and monitors for debits and credits. To insure confidence in these monitors, class may vote for them. Boys whose credits are equal to or greater than the debits are satisfactory. All others go to third section. No debits or credits are carried over from one week to the next.

Rule a book, as shown in the accompanying diagram. A space is made for each day because a boy often wants to know when he received his marks. It is important for pupils to believe that the book is absolutely correct. It should be kept in ink so that there may be no temptation to erase marks. The boy who keeps the book must have the confidence of the class, and just as soon as he loses that he should be discharged.

It is probably better to have two monitors, one for the debits and one for the credits. These monitors sit near the teacher and always put the record into the teacher's desk before the class is dismissed.

What are the credits? They are marks that you allow for all forms of well-doing, either in lessons or in conduct. After a writing lesson, every boy who has satisfied you receives a credit; if his work is very good, two credits. If the home work is neat he receives a credit. If he copies something carefully into his notebook, his reward is a credit. If he has been in disorder and bravely confessed it, he gets a credit for his honesty, even if he receives demerits for his offence. There is almost a magic power in credits. To earn one of these marks a child will perform marvels of industry and good behavior.

On Friday, at twelve o'clock, the monitors make out their reports for the week. The teacher then tabulates the results. The remarks for Friday afternoon are counted in the week following.

Sections.

Before we go any further with the debit and credit record it is necessary to turn to the diagram headed, *Sections—March 18, 1899.* Such a paper is ruled each Friday at noon. It classifies your pupils into three

SECTIONS.—March 18, 1899.

1	2	3
Smith	Manz	George
Jones	Prantz	Henry
Brown	Frantz x etc.	Frank etc.
All monitors must be in this column.	Those who have done the best they could in lessons, 2 o'clock; others, 3 o'clock.	3 o'clock.
[Excellent in conduct and lessons.]	[Satisfactory in conduct but not in lessons.]	[Not satisfactory in conduct.]

grades on the basis of merit. It leaves almost no chance for biased judgment. It is an automatic method of finding out who is entitled to go home at two o'clock. Because it is based on merit, it appeals to the child's sense of justice. If pupils have to remain until three they do not blame you, because you did not make the classification. They did it themselves by their conduct and less-

sons. First you find all the names of pupils whose debits exceed their credits. These names you write in the column headed "3." This is your third section for the week. No boy on that list can have any privileges. No one can be a monitor. In the same column you write the name of every pupil who has been absent, tardy, or late, no matter what the excuse may have been.

The rest of the boys belong either to the first or the second section. You then take your record of lessons for the week. If these are upon the whole satisfactory to you the name goes into the first column. If they are not satisfactory, or if a boy owes a home lesson, his name goes into the second column. A cross will indicate which pupils in the second section have, in your judgment, done as well as they could. These may go with the first section at two P. M. This section sheet, together with the system of debits and credits upon which it is based, is a very effectual means, if conscientiously employed, in the control of a class.

No school is a good school that educates the children away from work, says the *Pennsylvania School Journal* for November. No boy should be taught that it is better or more respectable to be a lawyer than to be a farmer. A good carpenter or blacksmith is as good and useful and respectable as a good doctor, and infinitely better than a poor one. It is just as honorable to shoe a horse as it is to edit a paper. The banker is no whit better than the mechanic. Any honest calling is worthy the best efforts of an honest man. The humblest, most lowly calling can be dignified by following it worthily and efficiently. Every good school will help the children to see, understand, and appreciate this fact. The school that does not do this much is not doing the most or the best for the children.

Educational Opinion:

A Monthly Review of Educational Literature.

Does Education Educate?



VERY interesting contribution from the pen of Hon. Frank A. Hill, secretary of the Massachusetts state board of education, appears in *Boston University Notes* for October. Mr. Hill writes at the invitation of the editors in reply to certain strictures by Admiral Robley D. Evans, who in "A Sailor's Log" has protested that education or over-education is doing great harm in New England. Each morning, he says while he was getting recruits in Boston he found at the navy yard gate a big line of fairly well-dressed boys with very shabbily dressed parents. In every case the boy had spent his life at school, winding up in many instances in the high school, and after that finding nothing to do. The parents were striving hard and stinting themselves that the boys might appear well and dress like gentlemen, while the lads were growing more and more ashamed of their surroundings and their honest fathers and mothers, who had been and are to-day the bone and sinew of this great republic. To save them from pool-rooms and worse, they begged me to enlist them as apprentices in the navy and begin anew their education, continues Mr. Evans. I almost had it in my heart to wish that every high school in Boston would burn to the ground, and that every boy and every girl should be taught to work with their hands and make a living as their honest parents had done before them.

Mr. Hill's reply to these strictures is so convincing, it goes so searchingly to the fundamentals of the whole educational problem that it deserves a place among educational classics. The text of it stands as follows:

I have read with interest Admiral Evans' indictment of New England education in general, and Boston education in particular. His conclusions are too sweeping for his premises. Nay, there is no necessary connection between them at all. The difficulties to which he refers may or may not indicate failure. Most men who have succeeded in life have known what it is to stand repeatedly in the long line of applicants for position, and to suffer repeatedly with other sufferers the pangs of disappointment. Is it not a little premature to consign young people to the limbo of the useless and the worthless while their chances of ultimate triumph are still trembling in the balance?

Still, there are a good many misfits in young life,—a good many persons whose chances would have been better if they had been better trained to improve them. Such difficulties are destined to exist whether schools are good or poor; whether, indeed, schools exist or are unknown. They lie deeper than Admiral Evans supposes; they are involved in the struggle for existence; in the inevitable and everlasting conflict which began when life began on this globe, and will not cease until life ceases; in the fundamental conception that the organisms of the world—its plants, animals, human beings, institutions, school-children—can by no possibility live under perfectly equal and constant conditions, and so by no possibility can thrive equally well. Hence successes and failures, with infinite varieties and gradations under each head. There never has been in a populous community, there never will be, so perfect an adjustment, for instance, between those wishing to employ others and those wishing to be employed by others as to rule out of existence the considerable class of those who seek employment but do not find it. To attribute the existence of this floating class to the education of the schools, even tho' that education is susceptible of great improvement, is illogical and rash. If we may suppose that the units of an unsuccessful class might have been so happily trained as to keep them out of it, we shall have to

suppose that a corresponding number of units of the successful class would in all probability have been debarred from entering it. In other words, a better schooling would lift the aggregate of fitness but not distinguish the differences in fitness; it would lift the competition for better things to a higher plane, but not extinguish the competition. And so life would run on with its world-old accompaniments of people prospering or failing to prosper, and forever exchanging places with one another in their relation to that by no means clearly defined status popularly known as success.

The fact that the best things in life are more freely accessible in a democracy than in an aristocracy has much to do with the extent and fierceness of the competitions to attain them. Democracy does not dictate careers; it recognizes no barriers of tradition or caste; it welcomes aspiration; it holds out hope; it keeps the ways open from the cabin to the palace, from the subject to the sovereign; and so, far more than in an aristocracy, the masses are pressing upwards—some to success, some to uncertainty, and some to discomfiture. No doubt some of the failures to which the Admiral alludes—if failures they are, which is by no means certain, and cannot be positively known until the record is closed—are due to errors of judgment in the choice of vocations. These are errors, certainly not of the schools and usually not of the children themselves, but of parents who are ambitious that their children shall fare better than themselves. Far from being a reflection on the schools, all this is a subtle tribute to them; for it bears witness to the almost universal conviction that the better one is schooled, even in the imperfect schools of the times, the less one is handicapped in life's uncertain race. Or, if the schools are responsible for the failures, it is simply because there is a certain danger in urging young people to make the most of themselves,—danger that some will hopelessly aspire beyond their capacity.

But while it is unjust to the schools to hold them responsible for the floating class of young, unemployed people, it does not follow that the schools are not susceptible of great improvement. The traditional school has rendered a signal service, but it can render greater. It is too bookish. It needs in particular to train the executive faculties of its pupils. Our educational leaders and our better schools are making progress in this direction. Here lies the significance of kindergarten, domestic science, manual training, laboratory, and kindred movements. They give play to the executive powers, strengthen and fix the ideas behind them, and enhance fitness to cope with the problems of life. But that such training, or any other, will ever do away with the pressure of multitudes for places for which some are unfitted it is idle to expect.



A Good Working Ideal.

A quotation made by Prof. C. C. Van Liew, in *School and Home Education*, calls to mind the fact that some of the best-known things are the best things. It is well to let thought turn once in a while to a really good thing that is old, but at the same time ever new. These are Mr. Channing's words—words suitable for one's diary, for a Christmas thought, most of all suitable for the teacher to live by: "To live content with small means; to seek elegance rather than luxury, and refinement rather than fashion; to be worthy, not respectable; and wealthy, not rich; to study hard, think quietly, talk gently, act frankly; to listen to stars and birds, to babes and sages; to bear all cheerfully, to do all bravely await occasions, hurry never—in a word, to let the spiritual unbidden and unconscious grow up thru the common—this is to be my symphony."

Evidences of an Education.

How do I know that I am educated? How many times this question comes to the mind of the genuinely thoughtful man and woman will never be known, but it certainly comes. In an address before the Phi Beta Kappa Society at Vassar college, published in the *Educational Review* for November, Dr. Nicholas Murray Butler gives what he considers five evidences of an education.

First among the evidences of an education, says Dr. Butler, I name correctness and precision in the use of the mother-tongue. One's hold upon the English tongue is measured by his choice of words and by his use of idiom. The composite character of modern English offers a wide field for apt and happy choice of expression. The educated man, at home with his mother-tongue, moves easily about in its Saxon, Romantic, and Latin elements, and has gained by long experience and wide reading a knowledge of the mental incidence of words as well as of their artistic effect. He is hampered by no set formulas, but manifests in his speech, spoken and written, the characteristic powers and appreciation of his nature. The educated man is of necessity, therefore, a constant reader of the best written English. He reads not for conscious imitation, but for unconscious absorption and reflection. He knows the wide distinction between correct English on the one hand and pedantic, or, as it is sometimes called, "elegant," English on the other. He is more likely to "go to bed" than to "retire," to "get up" than to "arise," to have "legs" rather than "limbs," to "dress" than to "clothe himself," and "to make a speech" rather than to "deliver an oration." In short, in his use of his mother-tongue he would give sure evidence of an education.

As a second evidence of an education continues the speaker, I name those refined and gentle manners which are the expression of fixed habits of thought and action. Real manners, the manners of a truly educated man or woman, are an outward expression of intellectual and moral conviction. Manners have a moral significance, and find their basis in that true and deepest self-respect which is built upon respect for others. Manners do not make the man, but manners reveal the man. It is by the amount of respect, deference, and courtesy shown to human personality as such that we judge whether one is on dress parade or whether he is so well-trained, well-educated, and so habitually ethical in thought and action that he realizes his proper relation to his fellows and reveals his realization in his manners. Dr. Butler names as a third evidence of an education the power and habit of reflection. The life which asks no questions of itself, which traces events back to no causes and forward to no purposes, which raises no vital issues of principle, and which seeks no interpretation of what passes within and without, is not a human life at all; it is the life of an animal. The educated man has standards of truth, of human experience, and of wisdom by which new proposals are judged. These standards can be gained only thru reflection.

As a fourth evidence of an education Dr. Butler names the power of growth. There is a type of mind which, when trained to a certain point, crystallizes, as it were, and refuses to move forward thereafter. This type of mind fails to give one of the essential evidences of an education. It has perhaps acquired much and promised much; but somehow or other the promise is not fulfilled. The impulse to continuous study, and to that self-education which are the conditions of permanent intellectual growth is wanting. A human mind continuing to grow and to develop throughout a long life is a splendid and impressive sight. Broadened views widened sympathies, deepened insights, are the accompaniments of growth.

Efficiency is named as the fifth evidence of an education, in other words, the power to do. The time has

long since gone by, if it ever was, when contemplation pure and simple, withdrawal from the world and its activities, or intelligent incompetence, was a defensible ideal of education. To-day the truly educated man must be, in some sense, efficient. With brain, tongue, or hand he must be able to express his knowledge and so leave the world other than he found it. Indefinite absorption without production is fatal both to character and to the highest intellectual power. Do something and be able to do it well; express what you know in some helpful and substantial form; produce; and do not everlasting feel only and revel in feelings—these are counsels which make for a real education and against that sham form of it which is easily recognized as well-informed incapacity. Knowledge is not power, Bacon to the contrary notwithstanding, unless it is made so, and it can be made so only by him who possesses the knowledge. The habit of making knowledge power is efficiency. Without it education is incomplete.

The Moral Element.

The editor of the *Westminster* makes some pertinent remarks, in a recent number of his periodical, regarding the teaching of morals that, already quoted in the *Canadian Teacher*, are worth passing along. If, he suggests, the great aim of education is not to impart intellectual culture, but to develop character, then it cannot possibly be secured by ignoring the child's moral nature and leaving his moral training out of view in the provision made for his education.

It is pre-supposed, of course, that each teacher is capable of discharging this difficult and delicate duty if he were allowed a fair opportunity, tho it must be admitted that in the teacher's own training this is very inadequately attended to, and that in engaging teachers it is practically ignored. A very common practice with trustees, as the columns of the daily papers at certain seasons abundantly testify, is to advertise for a teacher holding a certain grade of certificate and ask the applicant to state the salary expected. Seldom is a personal application, as it should always be, insisted upon. The applicant may be physically defective, which is bad enough, but may also be redolent of vulgarity and may show manifest traces of habitual immorality, which is far worse. The same trustees who choose a teacher in this slipshod fashion would not think for a moment of selecting a horse in the same careless way. If told that every animal of a certain assortment had been carefully trained, tested, and certified to, they would still insist on a close personal inspection for the purpose of satisfying themselves as to the fitness of each individual. If they admit their own incapacity to exercise like cautious intelligence in the choice of a teacher they should retire from the position, the duties of which they are obviously unable to discharge.

The usual answer to appeals on behalf of the child's moral nature is that there is no time in school for systematic moral training, and that his and the teacher's time is so taken up with so-called intellectual culture as to leave none for the other and greater purpose. This reply is absurd on the face of it. If one part of a child's education is as important as another, it should receive as much attention, and there should be devoted to it a fair share of what time there is. Moreover, the methods of intellectual training are too often an obstacle instead of a help to moral discipline. Especially is this true of the work of preparing candidates for examination, which now fills so large a place in the eyes of the public, the teacher, and the pupil. To substitute the ignoble motive of success in such an ordeal for the nobler one of working from a high sense of duty, is to impose an insuperable obstacle to effective moral discipline, and it makes the case immeasurably worse when the teacher is constantly suggesting to the pupil by his practice that the value of subjects and of exercises is to

be appraised solely by their utility in preparing for a test that overshadows the school like an incubus. The rush and the cram in preparing for scholastic examinations are in the majority of cases a positive barrier to moral evolution.

What is wanted to secure the best practical moral training for the pupils in our public schools is a wider view of education and a just appreciation of the importance of moral element in it; more care in the preparation and selection of teachers; more freedom from the storm and stress of factitious examinations; more leisure for the teacher and pupil to do their work thoroly and enjoyably; more esthetic surroundings in the shape of better kept buildings and grounds, and above all, a more rational standard by which to test the teacher's work than the mere counting of successful candidates in some rule-of-thumb ordeal that may let thru candidates poorly prepared for life and hold up those who have had an ideal training with admirable results. Ability to pass a written examination has no necessary connection with moral or even intellectual culture.



What is "Practical Education"?

Some trenchant words on the meaning of education appear, in a recent *Christian Endeavor World*, from the pen of Pres. John Henry Barrows, of Oberlin college. Dr. Barrows writes in answer to the nonsense which he says is talked and has been talked for generations about practicability in education.

We ought, Dr. Barrows suggests, to inquire the meaning of the word "practical." Of course it is opposed to "theoretical"; it has the meaning of being adapted to the affairs of life; it is serviceable; it is useful. A practical education is that which serves one for the great ends of life and all the ends of life. It must be useful to men and women as breadwinners, but it must also be useful to them as men and women.

There are in America to-day, he continues, thousands of men who have achieved what is called success, who have become prosperous and influential, whose education has not enlarged the mind, widened the sympathies, or ennobled character. Is there anything more pitiful than the leanness of mind, the distaste for study, the necessity for animal excitement, characterizing some of the so-called "influential men" in our great cities? They have become slaves of business, or else slaves of low pleasures. They are lacking in repositiveness of spirit; they have no large and intelligent sympathy with the world of literature, science, art, religion, philanthropy; they were badly educated.

Our educators believe that the object of the college training is to make men, to develop human nature on all sides, to fit young people "for high and noble careers, satisfactory to themselves and useful to mankind." President Patton has said of a college education that it helps a man to make the most of himself. President Schurman declares that such education will "make one a bigger man." President Harper writes, "To be the best and to do the best, one must get as much education as possible." President Low believes that college training makes a man capable of filling a larger place in the world in any walk of life. President Eliot says it gives a wider outlook over the world of human society.

It certainly pays to take a college education if we look at this subject only from the business point of view. The statistics show "that college-bred men and women earn, upon an average, three hundred per cent. more than those who do not have a college education." The chances for success in life are greatly enhanced. Even in business pursuits, investigations show that a college training multiplies a man's chances of success about twenty-five times. The college-trained man knows how to apply himself systematically, and he has greater intellectual resources.

True education is supremely practical when it does most for the mind and the heart. When Aristotle was

asked in what respect the educated differ from the uneducated, he answered, "As the living differ from the dead." In these days we are referring everything more and more to life. The college of the present day has for its purpose to make men and women of the best quality, the greatest strength, and the noblest purpose in life. We may say of a person that he is what he thinks, that he is what he feels, that he is what he wills. Accurate and enlarged thinking; noble feeling called forth by a great variety of objects and ends; strong, virtuous, unselfish, willing, choosing; these make character, these fashion manhood and womanhood.



Love for the Work.

Dr. Winship prints in his *Journal of Education* for Nov. 7 a few suggestions concerning the spirit in which one should undertake work that apply in every calling, but most of all in the teacher's. Dr. Winship heads his article "The Soloist," but the term is used in a general sense.

The soloist becomes the master of whatever she learns. A great singer not only enjoys an audience, Dr. Winship says, a host of unsuccessful singers can do that, but she enjoys her song all by herself. Patti loved "Coming Through the Rye" for its own sake, and sang it all by herself and even hummed it when she could not let her voice out in song. The world is full of persons who love an audience, love a performance, who have no love for that which they are to perform. These are not soloists.

I have known a blacksmith who would shoe a horse and give a personality to each foot. He would fit each shoe, drive the nails, and even file down each hoof in a way slightly peculiar to that foot. It was hard work for that man to give up shoeing horses. After he had no need of doing it and after he closed his shop to the public, there was scarcely a day that someone would not come from a distance and say that he had found no one else to shoe his horse right, and the man would go out to the shop, build a fire, put on his leather apron and say: "It's a shame to have that off hind foot abused by a blunderer."

The home and the school must cultivate this phase of solo love for tasks. Oh! that all mothers could see in every meal prepared, in every room tidied, in every bed made, a bit of work to be enjoyed, so the girls would themselves be happy in it. There is something radically wrong when a girl finds satisfaction in standing on her feet in a great store all day long showing goods to five women who do not buy for every one who does, or who goes to a factory and works for nine long hours just because she does not like to be a soloist, but prefers to be one of a crowd and a part of a machine.

America's peace and prosperity, her domestic virtue and national loyalty are bound up in the proposition that the school, the church, and the home shall train the children and youth to love whatever they must do as a soloist loves the song she sings.



What Kind of Teacher?

One becomes somewhat a-weary of listening to the numerous descriptions of what the teacher ought to be, when teachers are and will continue to be, just ordinary mortals like other mortals, with more frailties and foibles than virtues. Nevertheless the normal teacher is honestly trying to improve in all respects so far as in him lies, so that an occasional description of what he ought to be is worth quoting, especially one so excellent as that published in the current number of the *Educator-Journal*.

We need teachers, says the editor, whose touch and look, whose voice and word bring to each child a rich assurance of genuine, abiding interest in his well-being; whose very presence will inspire and help the child to

grow to be the strong, self-contained, helpful man or woman he or she is meant to be. The public school must do this in order to make up for the manifold disabilities of the family coming from poverty, ignorance, and frivolity. Many of us say that this belongs to the family and not to the schools. We may close our eyes as vigorously as we choose to this great responsibility, but we shall not be relieved of it. Experience over a considerably wide range of school work convinces us that ways and means of the highest teaching are ample. In the first place, let the atmosphere of the school-room in its neatness, cleanliness, and cheerfulness, in its perfect adaptations to the duties of the hour, be a constant expression of ethical tendency; let the teacher in dress, manner, movement, bearing, and speech, be a living example of self-reliance and good will, of justice and love, of the sweetness and serenity that come from all-sided faith. Let her avoid in look and speech all that borders on pride and a vain display of superiority; let her shun sarcasm and irony, bitter and cutting reproof, scornful and vindictive accusation, and similar manifestations of incompetency; and let her be ever ready with encouragement and help for the better self that struggles for recognition and supremacy in the life of every child.

It makes all the difference of success and failure, ethically, whether a teacher does her work with the warmth and enthusiasm of inner conviction on the basis of life principles, or with the spiritless stolidity of a menial who lives by doing chores.

Now, the teacher is tested for fitness almost wholly on the basis of a shallow school scholarship, to which may be added testimonials of good reputation.

In addition to this it would be necessary to institute inquiries into the nature of his life principles. With their attention habitually directed to these things, men and women would not find it difficult to arrive at safe conclusions, as these life principles are written in clear and indelible character in the bearing, the expression, the walk and talk, all the little things of our daily life. A day, even an hour in school, when the teacher can be observed in actual intercourse with the pupils, will be more efficient in revealing the teacher's fitness, even with reference to scholarship, than the most searching written examination.

Three Kinds of Teachers.

The following comes from the *American Journal of Education*: Of course the pertinent question in connection with the extract is, Of which kind are you?

1. The first kind is composed of those who are teaching "for revenue only." They look upon the school-room as a place for winning sufficient money to start them in some other line of business, which they expect to make their life work. They may be fresh graduates from school, who have the law, medicine, the ministry or some similar occupation in view, but are in need of some ready cash for prosecuting it. So they get a second-grade certificate, and inflict themselves on some rural school, which is apt to feel proud to get such teachers. But they stay only long enough to accomplish their end, and then bid good-bye to the school-room. Now, it is not at all likely that such teachers can do any good to any one but themselves. Their object is not the good of the school, nor to honor the profession, but only to compass their own personal selfish ends. They are too much like hirelings, and are almost certain to subordinate what should be supreme to their own personal purposes. It is needless to say that the less of such teachers the better.

2. A second kind has a higher motive. They love the work, and put energy and enthusiasm into it. They follow it because it is in line with their own inclinations and tastes. Such a condition is favorable for the school. As every one does better when doing what suits his tastes than when otherwise, it follows that the school will fare well when taught by one who loves his work.

But even such a commendable state of affairs may fall short of the best, if there is no other motive than love for the work. That does not go far enough. Such a teacher may please his patrons and his scholars may make commendable progress in their studies, while failing in the true purpose of an education—the full development of individual character.

3. The third kind of teacher is he who, while having a genuine love for his work, recognizes his position as an opportunity to serve the coming generations. He has as his work something more than imparting instruction and pleasing his patrons. He touches his pupils morally as well as intellectually. He has many opportunities for making impressions that will go far in fashioning the future of those whom he instructs. His own life becomes some part of theirs. By setting before his pupils high ideas of character, by pointing them ever upward, by making them to feel the dignity and grandeur of life, whose largest achievement is not in accumulation but in service, he does his truest work as an instructor. The reward of such teachers is not to be measured by the size of their salaries, nor by their popularity in a community. It comes only in the successful issue in the lives of those thus influenced, and (best of all) in the sweet consciousness of a well-filled life.

The Place of Sympathy.

Last June a paper was read by Supt. V. M. Fulton before the Texas Teachers' Association, on the "Pedagogy of Sympathy." In a sort of ill-defined way most teachers feel that sympathy is essential. Mr. Fulton, in his paper, which is published in the *Texas School Magazine* for November, shows how sympathy must enter into every phase of school work.

Happy is the teacher, he says, who keeps alive within his own heart the memory of the joys and sorrows of his childhood, and those influences which were most powerful and most lasting in unfolding his hopes and in shaping his intellectual and moral life. The testimony of many whose childhood is far removed by the weight of years confirms the impression that the teachers who have most influenced their pupils are the ones of hopeful, sympathetic natures.

If, in reading "Beside the Bonnie Brier Bush" you feel a thrill of emotion as you rejoice with the teacher of the bairns of Drumtochty when he finds a new scholar "who must go to college," you are but enjoying the companionship of a sympathetic teacher, who is in the right attitude toward his pupil and his pupil's father and mother.

The first forms of sympathy are hard to distinguish from imitation. The young children are imitators of what they notice in their playmates, parents, and teachers. Have you ever noticed that the quiet child will become noisy if he is the only quiet child among forty or fifty noisy ones? Will not the boisterous child become quiet if all the other children of the room are quiet and orderly? Have you ever noticed one coughing child, by touching this prompting of imitation, to put the desire to cough thru a school-room?

The tone of voice of the teacher has a wonderful influence in determining the order in a school-room. What we term a sympathetic tone brings peace and quietness and order.

Sympathy grows as we increase in knowledge of child-life. Herein, the necessity for child-study.

The bias of disposition is determined by the temperaments. If you know the bias and inclinations of a child you will know how to control and guide him aright. A pilot knows the bed of the river altho he has never seen it with the natural eye; he knows where the shifting sand bars are. He can guide his boat safely thru dangers. The teacher can run smoothly if he knows the temperaments of the children he is teaching. Each temperament requires its own special treatment.

The following is suggested as worth considering :

1. The melancholic temperament needs training in firmness, self-propulsion, and decision of character. Energy of action must be secured. Hard work must be faced and overcome. The tendency to avoid hard work is the most vexing question that confronts the teacher when dealing with this class.

2. The choleric temperament needs a strong, sympathetic controlling influence, which books and colleges cannot give. It needs evenness in management, careful direction. Tact is required with this class to avoid provoking obstinacy. They are good haters as well as good lovers.

The phlegmatic temperament needs encouragement. A quick-motioned teacher always succeeds with this class. The recitations must be lively, the attention once established must be held by praise. Little by little, day by day, the habit of application can be rooted and grounded in the character.

4. The sanguine temperament needs gentleness—a quiet and refined manner, free from sternness, harshness, and roughness. Pleasant words and encouraging looks will win this class.

When the teacher has studied carefully each child—made a note of what he is and what he may become, and the children feel that the teacher is recognized at home as earnest and capable—a first-class teacher—sympathetic relations have been established between himself and his pupils and the home, which he can use as a wonderful and magnetic propelling force in getting the pupils to study and be willing to do hard tasks without complaining.

As a rule the teacher whose soul is wrapped up in his work, who actually feels an abiding interest in his pupils, is the one who can lead them thru the hardest struggles and achieve the most lasting victories.

Get close to the children. Let them know you are a friend. Prove this by working for them. Remember your own crude attempts at study. Remember you are a grown man or woman. Put yourself in the place of the child before you upbraid him. The more effort will be called forth and gratitude merited.

What do you, yourself, think of grammar, history, or arithmetic, or music? Cannot the children tell by the way you teach grammar that you love to teach it? Have you not unconsciously influenced the children's opinions of certain subjects by your own sympathy? Have you ever looked worried when the time for music, or arithmetic, or history came? What was the result of this upon the children's attitude toward that subject?

We are putting into our public schools what we expect to appear hereafter in our national life. Along the line of the humanities we must reach the intellect, stir deeply the sensibilities of childhood, and thru sympathy direct those tendencies which will make for that which is truest and best in our national life.

School Conditions.

Mr. J. N. Patrick has been for thirty-five years connected with the public schools of Illinois and Missouri. It is from a rich experience as teacher and superintendent that he answers, in a recent number of *School and Home Education* for November, ten questions that are constantly being asked concerning schools. In the course of his replies he says:

A large majority of parents still believe that anybody can teach school. They believe that the doctor, the lawyer, and the preacher should be professionally trained, but that little or no training is required to teach children. The fact that the schools are usually satisfactory to a majority of the patrons is not always proof that they are good. The great majority of school patrons do not know any more about the science of education and the art of instruction, than they know about the science of medicine or the science of law.

Fully one-half of the school time of the average teacher is wasted—wasted because he does not under-

stand the fundamental laws which govern mental development—wasted because he does not plan his work with a definite end in view.

In an average school the pupils waste fully one-half of their time; they waste it by permission of the teacher—waste it because the teacher's methods do not compel them to study. The method of the teacher inspires his pupils to greater effort or it licenses them to sleep. The value of a child's school opportunity depends wholly on the kind of teacher in charge of the school. No greater calamity can befall a child under twelve years of age than to be placed in charge of an immature, incompetent, convictionless teacher.

The clearest test of the fitness of a superintendent is found in the kind of teachers kept in the school. The kind of teachers he recommends for re-appointment describes his educational convictions and defines his character. The only hope for better schools lies in competent and courageous supervision, and in an annual revision of the corps of teachers. Re-appointment should depend wholly on the character of the work done. The continuance of an incompetent teacher in the schools after his incompetency or natural unfitness has been clearly proved, weakens the management of the school. In small places every incompetent, or especially favored teacher, is known as an incompetent and favored teacher by the patrons and by the pupils.

A board of education should support its superintendent or discharge him. The relation of the board to the superintendent is not a sentimental one; it is purely a business relation. As the superintendent is held responsible by the patrons for the conditions of the school, the board of education should clothe him with the power that properly accompanies responsibility. He should be granted at least as much power as other business institutions, public and private, grant their superintendents.

A board of education voluntarily assumes fearful responsibilities. In the management of schools there is no place for the petty politician or the man whose ideals are limited to place, party, or ism in the selection of teachers. Only men of culture, conviction, courage, and character should be chosen to serve.



Visiting School.

The excuse is often made by parents and other members of a school community that it is useless for them to visit school because they cannot judge of the work. In this, says the *Nebraska Teacher* for November, they are mistaken. Good business men are as capable of judging of school work as any one, with the possible exception of the superintendent himself. The following questions are suggested as practicable for school officers who desire to inspect the condition of their school:

Is the ventilation good?
Is the floor free from dust?
Are there any mars, stains, pencil, pen, or knife marks on the desks?

Is the room neatly decorated?
Is school work placed neatly and correctly on the blackboard?
Is the apparatus and furniture in the school-room in good repair and free from dust?

Does the teacher seem to have the confidence of her pupils and do they have confidence in her?
Are the pupils attentive in their work at their desks?

Do the pupils look up when a person enters the room and remain idle most of the time during the visitor's presence?

Do the pupils work quietly and move quietly about the room?

Does the teacher allow more than one to speak at a time?

Does she allow loud snapping of fingers?
Is there a great deal of whispering?

(Continued on page 530.)

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING NOVEMBER 23, 1901.

The New England Association of School Superintendents last week added another triumph to its many successful meetings. A very valuable report was submitted on the teaching of geography in elementary schools, by Supt. Horace S. Tarbell, of Providence, Prin. F. F. Murdock, of the state normal school at North Adams, and Supt. Louis P. Nash, of Holyoke. It is without doubt the most thoughtful, most definite, and most complete document on the subject ever presented at an educational convention. Supt. Charles W. Deane, of Bridgeport, Prof. Frank McMurry, of the Teachers college, Dr. Jacques Redway, and United States Commissioner W. T. Harris, were the leaders in the discussion. The meeting thus constituted a most complete inquiry into the problem of geography teaching. THE SCHOOL JOURNAL will publish the committee's report in full, with an abstract of the paper by Dr. Harris, and summaries of the discussions by the other speakers.

Next week THE SCHOOL JOURNAL will issue its annual Christmas number. If there should be any delay in the mailing of it readers will understand that this is due to the mechanical difficulties in getting the large special number printed and bound.

The discussion of the school community plan will be continued next week.

The New Jersey Child Study Association will meet at Newark on Saturday morning, December 7.

If it is true as reported in New York papers that a considerable number of the members of Mayor Strong's old board of education, including Messrs. Charles Buckley Hubbell, Henry W. Taft, William Greenough, John G. Agar, and Charles C. Burlingham, have declined membership in the new board, such refusal is to be regarded as little short of a civic calamity. The schools at this juncture, when many old conditions are certain to be overturned, need the services of men of experience. It is no easy matter for an outsider to step into the board and be of any marked usefulness within the first year. At this time acquaintance with the personnel of the school contingent in New York city and knowledge of the past workings and traditions of the system will be at an especial premium. The execution of the new school laws, together with the framing of proper by-laws is itself a task of the utmost delicacy. Then, too, the choice of heads of departments and others who will carry out the plans and policies of the board should be based upon intimate knowledge of the education material available. Under the circumstances, therefore, it will be unfortunate if none of the gentlemen mentioned can be persuaded to take up the arduous duties of a position on the board of education.

A little fellow of four, says the *Sunday School Times*, who had just graduated out of kilts, and appeared at the door of the primary room in all the glories of rubber boots and many-buttoned ulster, came home in high dudgeon complaining that the teacher "acted like 'he' had on dresses," and never noticed his new "ulcer." Teachers of junior and intermediate grades do well to remember carefully the sudden access of manliness that

comes with promotion from the kindergarten and primaries, and as far as possible refrain from treating these little men as if they had on dresses.

Will Investigate Arithmetic Teaching.

The New York University School of Pedagogy (Washington square) has undertaken an investigation of an intensely practical nature and one that is much needed.

It is proposed to discover whether children in the elementary schools are actually able to perform the reasoning necessary to master the work in arithmetic now required of them. The investigation the School of Pedagogy is entering upon differs from the other studies in this particular field in that it aims at discovering the child's attitude toward the rationale of arithmetic processes rather than toward the processes themselves.

The point at issue is illustrated by the following statement: There are two ways of learning to solve problems in arithmetic; one by blindly following the printed rules or given procedure, the other by seeing the relations in the problem itself. Thus in computing interest a child may simply learn that the rate of interest is to be written as a decimal of two places and as such multiplied by the principal and this in turn by the number of years or months, as the case may be. Thus he learns how to solve a complex problem by mere mechanical memory, or simply remembering what the successive operations are. A child so taught could compute interest correctly and promptly in every case unless some unusual problem presented itself. But if he were required to specify the investment necessary to yield an income of \$1,000 when interest is quoted at five per cent. he would find himself helpless because he knew of no mechanical process to fit the new conditions. The second way of teaching interest will enable a child to deal successfully and intelligently with any problem that may come to hand. He is led to see that common fractions are only expressions of division, that percentage is only a way of writing fractions, and that interest is only an application of the general form of percentage. With such knowledge and insight any problem in interest is soon disposed of. But to do this the child must grasp the relation between the amount of a loan, the rate of interest, the time and the income in such a manner as to be independent of any mechanical process. In solving such problems he will know that he is proceeding properly because he is conscious of the relations of the things involved. He will know why the different calculations are made and will be certain of the result obtained. The former, or the mechanical way of learning, has been styled "learning by rule of thumb," while the latter is spoken of as "an appeal to reason."

Observation reveals that children in the elementary schools are very slow to perceive the relations of things in arithmetic as required by the reasoning method of teaching, but very quick to learn the mechanical methods of computation. Even after they have gone thru the reasons for the process, they habitually fall back upon a mechanical process as a substitute. Teachers and parents are often provoked at the naïve way in which a child will ignore their careful presentation of the relations and resort to some mechanical process without much certainty of it being the correct one. In this as in most other things, the child follows the method of "trial and error," viz., he tries now one way and now another until the desired end is reached. The adult is said to resort to such methods only when he must. As for example, if a ball be lost in a field the adult will seek it by systematically going over the ground, while the child will run here and there many times over the same ground, trusting to chance alone. That children and adults so differ is obvious.

Now the real practical pedagogical question is to find out whether the child follows his "hit or miss" mechanical methods from simple ignorance of a better

way or whether he does so because his mind has not developed sufficiently to reason normally about the matter. Altho a great deal has been said and written on this question no one seems to have taken the trouble to find out which is the true statement of the case. Several special students in the School of Pedagogy will visit some of the best schools in the country to observe and test children in their arithmetic work. The investigation is under the direction of Professor Gordy.

The Example of Wurtemberg.

The report just issued by the English foreign office on the higher educational institutions of the kingdom of Würtemberg is full of suggestive statistics. A few of these, as compiled by the *Schoolmaster*, are worth considering.

Würtemberg is a country of 2,081,000 inhabitants with a revenue of nearly ten dollars per head of the population. It supports outright or largely subsidizes—one state university, Tübingen, of honorable history and, in some branches of instruction, of world-wide fame; one technical high school (practically a technical university) and one royal building trades school, both at Stuttgart; two special technical schools (Reutlingen and Schuenningen) for textile and mechanical industries respectively; three weaving schools, two weaving workshops, and one knitting school, scattered about the kingdom; 231 industrial improvement schools in towns and villages; improvement courses wherever they can be justified by the attendance, providing special instruction for braziers, joiners, painters, metal workers, bootmakers, etc., eighteen improvement schools for women in which serious instruction is given with a view to preparation for household management or independent industrial occupation; one fully equipped commercial college at Stuttgart, and two commercial improvement schools at which instruction is given, morning and evening, outside of business hours; one elaborately organized agricultural high school at Hohenheim, and numerous farming schools, agricultural winter schools, and agricultural schools thruout the country; one art school, and one art trades' school for the training of artistically skilled workmen in branches of industry connected with art.

Two things stand out very clearly from this report: (a) The ungrudging support given by the state to continued education of every grade, and (b) the character of seriousness which pervades the arrangements and requirements of this work, however humble it may be. The Würtembergers not only know what they want but they know how to get it. Here is a statement of conditions at the technical high school:

"The equipment of this institution is most complete in almost every respect. There are collections, specimens, models, objects, apparatus, &c., for the courses of instruction in the following subjects: Practical geometry and pure mechanics, analytical geometry and integral calculus, astronomy, chemical, technology, mechanical technology and factory hygiene, mineralogy, zoology, anthropology and hygiene, botany and pharmacognosy, drawing and water-painting, ornament drawing and modeling, history of art, history of architecture, railway, waterway, and road engineering, bridge building, hydraulic motors and waterworks, steam engines and boilers, cranes and railway carriages, seventeen other subjects."

The winter instruction in agriculture is far more thoroughly organized than any similar system in the United States, not excepting even the excellent courses offered by Cornell university. The statement of their scope is as follows:

"They are intended for the instruction of small peasants, small farmers and tenants, in practical agricultural work.

The course of instruction lasts two years, and the number of pupil-laborers is generally limited to twelve.

Theoretical and practical instruction is given in the following subjects: Climatology, soils, plant, fruit, and grape cultivation, grass and hay growing, breeding of domestic animals, agricultural trades, stocking and working of farms,

book and account-keeping, German composition, arithmetic, geometry, elementary natural science, general subjects.

Special attention is paid to practical instruction, which includes almost every branch of farm work."

Had Rather.

Several times in a year letters will arrive informing the editors that "had rather" is grammatically wrong, that the words selected should be "would rather." THE JOURNAL does not agree with them. In a book on "Words and Their Ways," by James B. Greenough and George L. Kittredge (Macmillan's), we find a clear discussion of this very form.

"A peculiar idiom with the preterit subjunctive *had* survives in a few phrases. Thus: 'I had as lief go as stay'; 'You had better not do this'; 'We had rather ride than walk.' In this particular use *had* is really the preterit subjunctive of *have* in the sense of 'regard.' Naturally, *I had*, *we had*, etc., were contracted to *I'd*, *w'd*, etc., in these phrases (as elsewhere), and many persons suppose that *I had* in the expression just quoted is a mistaken expression of *I'd* (the contraction of *I would*.)"

The result has been a determined effort to stigmatize the idiom as an error and substitute *I would rather*, *I would better*, etc., for it. The idiom is, however, perfectly established, has been in use for centuries, and is habitually used by the best writers. In some cases the substitution of *I would* results in downright error. Thus, "I would better go," is positively ungrammatical.

In case of idioms like "I had better," one frequently hears the objection that *had* will not parse. As a matter of fact it will parse easily enough if one knows how to parse it. But the objection would have no validity even if the phrase were grammatically inexplicable. The grammarian has no business to object to an established idiom, for idioms are superior to paradigms and analytical diagrams. Grammar was made from language, not language from grammar.

Both of these authors were so entirely competent to speak by authority on this idiom that we think all readers will acquiesce with their views. Prof. Greenough has lately died, after a life of forty years in the school-room, a man of just renown as a scholar. Prof. Kittredge is an example of superior linguistic scholarship. Those who complain of "had rather" will have to recast many expressions of Shakespeare, Addison, and Irving; thus recast, their beauty will have disappeared.

More Carnegie Donations.

Mr. Andrew Carnegie delighted the board of trustees of the Carnegie institute, Pittsburg, at their meeting Nov. 12 by the announcement that he has decided to add \$2,000,000 to his already extensive gifts. One half of this sum will go to the Carnegie institute, the other half to the new polytechnic school. The latter sum is given only on condition that the city of Pittsburg furnish a site.

The board at this meeting decided to ask the city to donate a site of eleven acres lying just west of the Carnegie library building and extending along Forbes avenue to Boquet street. The city already holds an option on this property from Mrs. Mary Schenley, and it is believed that the erection of the school buildings will begin very shortly.

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Educational Opinion.

(Continued from page 527.)

What do you observe as to the number leaving the room?

Are all the pupils of the class interested in the work of the recitation?

Do the pupils move quietly to and from classes and also quietly as they pass thru the halls at recess time?

What do you observe as to the conduct of boys and girls on the playgrounds?

Does your superintendent take any interest in the games?

Do you see pencil or chalk marks on the walls of the school building?

Do you observe any marks or cutting about the out-buildings?



Responsibility in the Choice of a School.

By SUSAN PERRY PECKHAM, Principal of the Friends' School, Schemerhorn St., Brooklyn.

As a general thing the educational articles in the New York *Evening Post* are first-class. Readers will remember the one by Mr. Arthur Gilman republished in THE SCHOOL JOURNAL early in September. A plea for private school pupils, by Miss Susan Perry Peckham, also from the *Post* should be read by public as well as private school principals and teachers generally.

A valuable article upon "Teachers, Parents, and Schools" in a recent issue of the Springfield *Republican*, says Miss Peckham, speaks of the "teacher's despair at the parents' apathy," states that parents "ought above all things to study the characters of the teachers, not in a spirit of carping criticism, but to see whether they have principle and good breeding;" and, mentioning certain most important qualities for a teacher, the writer asks: "But do parents demand these qualities?" and replies: "Very seldom; if they did, they would get them." Many remarks in this article strike deep and find response in minds seriously interested in its matter.

Of so large and important a subject, newspaper columns are all too short for treatment otherwise than by brief suggestion upon single phases. One of these phases, of which reminders are frequent at this season, is "parents' apathy" in the work—which should be long, difficult, absorbing—of choosing schools for their children. There is no question about the existence of this apathy—the extent of its prevalence, even among parents of exceptional cultivation and conscience, is conspicuous and astonishing to observers, by whom it has at times been rather severely characterized as "blind folly." As, with the years, school life increases in complexity, where is the parent that makes level headed demands for simplicity, deliberation, order, in his child's occupations? That searches carefully for the temperate and equable, yet inspiring mental atmosphere essential to growing minds and nerves; or for moral ideals which he can respect, combined with skill and devotion in the development of children's ideals; or, to go further back, what parent has thought enough about these matters to be prepared to investigate a school of to-day? What parent even attempts, as a first consideration, thorough knowledge of the sanitary conditions of school-rooms? There is much vague talk about these essentials, but where are they to be found, and what demand is there for them?

Bad Sanitary Conditions.

In our cities people of means usually choose private schools for their children; and very often their first "blind folly" is to place their children in school-rooms which were built for dining-rooms, parlors, sleeping apartments, in the ordinary city house. In the most "select" and expensive school for girls in a borough of New York, the basement dining-room is regularly used for classes, also the parlor floor, three rooms deep, and

at the front parlor windows are three sets of curtains. In another very fashionable school dark parlors are used, the sleeping apartments are each morning hastily transformed into class-rooms, the German class being held in a servant's hall bed-room. It is not necessary to go further into particulars of this kind; observation will supply them in abundance. In a city house the plumbing is usually tolerably safe for one family, the light may on all days be sufficient for one family, since a few individuals can at will move to a window; the ventilation must receive scrupulous attention for the healthfulness of even one family. If such a house were never used out of school hours, but could be thrown open, thoroly aired and cleansed between sessions (impossible if floors are carpeted), it would still, from its form and arrangement, be shockingly unsanitary for school purposes. It is impossible in such a house to supply fresh air, good light, and adequate, well-ventilated heating and plumbing for a dozen, dozens, or scores of scholars. No provision is possible for changes from the house to recreation out of doors.

Sometimes a "gymnasium" with its habitually dusty and close air and its inevitable restrictions upon behavior serves as a makeshift for a playground; but a space for exercise under the open sky is usually out of the question. There are many other serious objections to school life in these houses—e.g., constant use of steep stairs, scant and imperfectly adapted school furniture, with a scarcity of even the most essential appliances, such as blackboards, while the ordinary home upholstery makes a healthful school cleanliness impracticable; but, to go no farther than the thought of air, light, and plumbing, does it not seem amazing that even the most devoted and careful of parents will place their children in the fashionable schools which use ordinary dwelling houses for school-rooms? Outside the school the children are in the hands of doctors, oculists, physical culture trainers, for all sorts of special treatment which they seem to require; they require, first of all—as surely their parents must know—to breathe purer air, study by more direct light, sit in better positions, have more opportunity for outdoor rest and exercise than is afforded during the greater part of their daily life. The arrangements made by parents for their children's school life habitually neglect these first requisites. This goes on year after year, while the craze increases for athletics, breathing exercises, physical culture—yes, and for fresh air and exercise, theoretically considered; and in spite of the spreading and intelligent alarm over the prevalence of tuberculosis and the more general knowledge of the relation that air and sunlight bear to this and other dreaded diseases.

In this matter of physical conditions chosen for their children it seems probable that the disastrously poor judgment shown by parents results from nothing more elusive or incurable than pure thoughtlessness. Altho comparatively few persons know thoroly the dangerous consequences of impure air and other defective conditions of certain school-rooms; yet can it be from ignorance that many Americans of more than average education place children amid these dangers? Bad air for hours at a stretch, day after day? An exceptionally intelligent woman friend told me that she was obliged to deny herself the only church services in which she took pleasure because of the poor ventilation of the church. "I cannot feel that it is right for me to sit an hour in such poor air," she said—and she was sending her three daughters to a school of about a hundred girls, kept in a city-block dwelling house, of the old-fashioned stereotyped arrangement of rooms, with the front windows veiled by all the conventional sets of curtains, and absolutely nothing done—what could be done? —to render the place healthful for so many occupants. In this same school was an only daughter of parents who had also an only son. The college-bred mother spoke often of her intense satisfaction in the healthfulness of the school in which her boy was placed—of the unusual

abundance of space, air, and sunshine in its rooms, the large playground, the habitual care for the pupils' physical exercise and rest. In her daughter's school all of these conditions were conspicuously lacking. Two other pupils, sisters, were the daughters of parents whose ardent ambition for their children's education always gave way to health as a first consideration. Each year these girls suffered so frequently from headaches, bronchitis, etc., that they lost much time from school, and their parents tirelessly provided specialists, trained nurses, visits at Lakewood, ocean voyages—everything apparently that devotion could suggest. But, tho in their own town and country homes they were almost fanatics in precautions against unsanitary conditions, those in their daughters' school seemed always and completely to escape their attention. No; it is not from ignorance that parents choose to subject their children to such conditions; rather from a thoughtlessness which, in result, is cruelty.

In many of the most pretentious of private schools there is over-crowding as excessive as that which is a notorious and deplored condition in the public schools; the deficiency of light and of good air, the stairs, plumbing, furniture, are as a rule far worse in the best private than in the best public schools. Obviously the majority of those who send children to the public schools are hardly to be blamed for taking what they can get with few complaints. But what they do get in the way of first requisites for their children's health, is pretty bad in the greater number of school-buildings—horrible in some—and, of course, all of this would improve more quickly if those parents who have education and leisure would make it a point to observe and to criticise, to demand and work for something better.

Moral Influences.

But are parents of intelligence thus blind and cruel when choosing moral influences and mental training for their children? How do these best of parents go to work in seeking a good school? How long a time do they spend upon it? What are their tests? Do they use their eyes, their ears—common sense, insight, energy, patience? Do they take pains to find out upon what facts its reputation rests—whether its foundations in morals and scholarship be substantial or flimsy? Do they form their opinion of the principal with care and deliberation, making sure, first, that he belongs to a high order of human beings; that he holds his profession in honor and is far above self-seeking or mercenary motives? Do these parents, with a genuine determination to inform themselves, fix upon teachers before intrusting a child to them an attention as least as searching as that with which they select a house servant or a house? Strange and impressive disproportion between the time, interest, energy devoted to plans for a new house and those given to plans for a new school!

When visiting schools do parents *think*? If they do why is it that the school-rooms which are sleeping rooms at night are overfilled by day with children from the city's finest families? In school-rooms such as these a parent, even tho unskilled in reading human character, could, if deeply interested, see at a glance that the principals are not high-minded, scholarly, truly refined; that they are incapable of exerting a wise moral influence, that they follow their profession from mercenary motives. The teachers and their work would, to this thinking parent, plainly appear such as should be expected under such principals; and a sordid or unprofessional spirit would account for numerous objectionable features of the school life.

As a rule, in these fashionable schools there is, in spite of talk about "individuality," no adequate number of teachers, grades, classes, or class-rooms. Scholars range in age from five (or younger in kindergarten) to twenty-one years—seventeen grades, if properly taught. All teaching, all care, of these seventeen grades is crowded upon four or five regular teachers (or even fewer) and two or three special visiting instructors.

The number of the different kinds of teachers varies with the size of the school, but its proportion to the proper number of grades remains practically as indicated. This is one of many conditions from which any reasoning being might, by effort, deduce the fact that instruction must be poor, and that there must be a wretched lack of system and order for both teachers and taught. To illustrate: A teacher of French in the most fashionable and expensive school for boys in a large city told me that in his half-hour class he was obliged to teach boys of practically all ages—those seven years old and those preparing to go to college the next fall. A little friend of mine, attending the girls' school of similar reputation in the same city, lugubriously describes thus her arithmetic class: "We sit around a long dining table in the basement—lots of us, big and little. The teacher goes around the table and gives each of us something to do, all in different parts of the book, of course. We have to wait and wait—we can't have explanations. I don't think I get on fast." However, even ridiculous classes sink into comparatively trifling items of injury to children when one realizes the harm of the general habits formed in a school-life that is superficial, distracting, unmoral.

The connection between parents and school conditions is plain to see. Clearly, too, there will be no "parents' apathy" when fathers and mothers have become fully aware that their indifference in this matter brings upon children bodily ill-health, and the more subtle and hopeless diseases of the mind, nature, and character.



Study of Plant Life.

It is a satisfaction to know that belief in the practicability of school gardens and the study of plant life is becoming more widespread. Supt. J. M. Greenwood makes some pertinent suggestions along this line in *Education* for November. The writer says that while planting, growing, cultivation, harvest, and gathering in crops are every day affairs among country children, to induct city children into nature study would not be a great task, and yet would afford genuine pleasure.

Mr. Greenwood outlines a plan adaptable to all schools, whether in the city or the country. Let there be, wherever possible, set aside a plot of ground at the school-house upon which vegetables, cereals, etc., can be planted, he says. Let the boys and girls who are interested in these things, prepare the ground, procure the seed, and do the planting and the cultivating and see the plant start from the seed and produce its kind. All the children then would become familiar with growing crops. A part of this plot should be laid off in flower beds. If such a piece of ground could thus be cultivated at each school wherever practicable, the city and town children would become tolerably well acquainted with agricultural and horticultural industry on a small scale. The ideal school, I should say in passing, with its walks, its flower beds, shade trees, and little patches of grains and grasses, and then properly equipped inside as well as outside,—is what the teachers of this country should strive for.

And to go a step further in this direction, at the country school-houses, there should be two or three acres of land for experimental purposes—on which the teacher and the pupils could experiment with all kinds of fruit, grains, grasses, vegetables, flowers, and ornamental shade trees. This is not an impracticable scheme, but one which lies clearly within the reach of every neighborhood having a school-house.

As much as I can do in this direction is to call attention, in a general way, to what seems to me to be a necessary part of a natural education leading upward from the district school to the state agricultural college. While discussing this question in general terms, I wish to give due credit for the interest already awakened in the cultivation of plants and shrubs so successfully carried on by pupils in some of the schools of this country.

These remarks have a direct bearing also upon another phase of this subject which is more intimately connected with the health of our people. Investigations are now going on at many experimental stations in the United States as to the nutritive properties of various kinds of food. The object is to ascertain the comparative values of all kinds of food offered for sale in our markets, and to disseminate this knowledge among all classes of citizens. This involves not only the kinds of food, but their cost, preparation, cooking, waste, and nutritive qualities as well as the general effect on the individual. As the population of the country will continue to increase till it presses closely on the means of subsistence, it is evident, I believe, that the food question will continue to become a more and more important factor in our civilization.

Organized Rural Schools.

Our friends, says John R. Kirk, in the *Missouri School Journal* for November, who think the talk about consolidation of rural schools is theoretical and impractical have only to bide their time and compare the facts one with another and study the statistics. There are, no doubt, some defects incident to the consolidated schools; but there are none which do not exist in the isolated, detached, and needlessly expensive single-room schools. If the signs of the times may be trusted we are pretty safe in believing that a large majority of the most studious, fair-minded, and hopeful people in the ranks of the teaching profession, high and low, are looking with more favor upon the consolidated school than on any other for rural communities. No other plan yet devised or discovered seems so far-reaching and effectual in stirring up the entire school population and all the people to an appreciation of the benefits of thorough and practical education. When all the children are in the presence of high school students every day, most of them will in some measure feel the stimulus of the high school. The smaller high school of the rural community, as well as the city high school, will feel the inspiration of higher institutions and all the high schools will in some measure connect themselves with the colleges, normal schools, and universities. Thus we shall, after awhile, have a more or less complete chain of schools reaching from all kindergartens and primary schools to all institutions of higher learning, and thus education will become more nearly universal.

Passing Examinations.

The *School Bulletin* for November, publishes the first of a series of articles headed, "The Management of Country Schools," by Mr. J. B. Batdorf. The writer gives some excellent advice on passing examinations. As many teachers pass examinations annually, most teachers occasionally, Mr. Batdorf's suggestions are worth remembering.

1. *Be of good courage.* Many of the most deserving applicants, after leaving nothing untried, when they submit to an examination, the results of which are to determine their fate not only for a year but for years, are so unnerved by the gloomy prospect of a possible failure that they become entirely incapable. To avoid this it is sometimes well to take an examination at different times and in different places, when there is not so much at stake, and thus gradually become accustomed to them. Above all things, be at your best when you enter an examination. Be sure that you have eaten well and slept well, and that no unhealthy condition interferes with your chances.

2. *Be explicit in your answers.* Let it be a rule to give every question a fair examination before attempting to answer it.

3. *Be neat in your work.* Examiners are but mortals and sometimes very weary mortals at that. No task is harder than that of looking over examination papers. It requires the entire attention of the mind, and yet there is nothing in the matter under consideration to attract

it. As a rule examination papers are poorly and carelessly written, so that when an examiner is engaged in going thru a bundle of papers, the careful and neat one is the exception, and in a fit of unconscious gratitude he gives the applicant the benefit of all doubts, which sometimes adds considerably to his grade. As a rule it pays to appear well on examination day.

4. *Answer the easy questions first.* In case you cannot answer problem 5 but can work problem 6, take it and omit problem 5. The examiner wants to know what you can do, not what you cannot do. It is always better to answer the easy questions first and then give your remaining time to the more difficult ones.

5. Examine your work carefully after it is finished, and allow no inexcusable blunders to pass. Remember, in judging your work the examiner can consider only what is on the paper before him.

Education of the American Woman.

What Madam Sarah Grand, writing in the December *Success*, has to say about American women has an interesting bearing upon the problems of education. Madam Grand believes thoroughly in the mental independence and alertness of the American young woman. Among other things she says:

The chief reason for the superiority of American girls lies, I think, in the American system of education. They have space, freedom, and liberty for intellectual expansion and the development of character, while our English girls, from the time they cease to be infants until they are married, are subjected to a system of suppression. It is not surprising that the average English girl is a nonentity who, when she marries, is treated by her husband as an inferior.

Some American mothers, I am told, are educating their daughters on the English plan. They are making a grave mistake. A woman has her own individual life to lead. Not on the character of her husband, if she has one, but on her own, will she stand or fall, and be equal or unequal to her many opportunities to wield an influence for good, and to the grave responsibilities of womanhood. Therefore, her development must not be cramped and hindered by the foolish conventions of a less enlightened age, as in England, but must be given plenty of room and encouragement, as in the United States. A woman is more womanly and charming for being broadly educated and led out of the mists of ignorance, which are never a protection, but always a menace.

I am happy to say that, while the old-fashioned, conventional ideas in regard to young women and their education are dying hard in England, newer and more progressive ideas are gaining wider consideration. While we are far behind the United States in women's colleges, we have two institutions which are devoted to the highest education of women; and our high schools, the plan of which we borrowed from you, I think, are imparting the fundamental principles of good education to thousands of young women.

This is certainly interesting. It also has its outlook upon the question of the spoiled child. A few years ago no one ever had a word to say in favor of the usual accompaniment of the American home, the spoiled child. He or she, for it is quite as likely to be feminine—was pert, objectionable, shrill-voiced, everything that gentility decries. Probably the characteristics of the spoiled child have not changed much in a decade or two; but the fact that the spoiled child in so many cases develops into a human being of remarkable push and initiative has caused in some quarters a revulsion of feeling in his favor. We have lately read in an English newspaper an article in which the writer attributes much of the recent industrial success of the United States to the American habit of spoiling the children. From the point of view of mere material success there is probably something in the foregoing view.

The Educational Outlook.

Trouble over Gaelic Professor.

WASHINGTON, D. C.—The Ancient Order of Hibernians and the Gaelic League of America have joined in making public letters of protest against the removal of Rev. Dr. Richard Henebry, from the chair of Gaelic languages and literature at the Catholic university of America. This chair was endowed, five years ago, by various Irish societies with a fund of \$50,000. In one of the letters a threat is made that legal proceedings may be instituted to recover the fund.

Monsignor Conaty and the other officials of the university maintain on their side that the Irish societies are acting hastily, without due understanding of the circumstances of the case. When the professorship was established, the governing body of the university, after careful scrutiny of the attainments of the few living Gaelic scholars, selected Dr. Henebry, a young Irish priest, who had gone deeply into Celtic literature. Dr. Henebry was sent abroad for two years to perfect himself further in his chosen subjects, and upon his return was elected to the professorship for three years. In the spring of 1898 his health failed him, as a result of overstudy. From that time on he was able to teach only at intervals, and during the year ending last June he was given a vacation and did not teach at all. Confronted by such a situation the faculty of philosophy decided to elect a successor to Dr. Henebry, and chose Dr. Joseph Dunn, an eminent philologist, with the degree of Ph.D., from Yale, who has been instructor in Romance languages at the Catholic university and who is now pursuing Gaelic studies at Harvard under Dr. F. N. Robinson. Dr. Henebry, it is claimed, is quite incapacitated for further teaching.

Growth of Industrial College.

JACKSON, MISS.—Pres. J. C. Hardy, of the State Agricultural and Mechanical college, at Starkville, has issued a report stating that the enrollment for the present session is 517, which is more than 200 in excess of the attendance of any previous years. About \$100,000 increase in the value of the plant is also noted. In this amount is included the new textile school, costing \$75,000. The cost of an education at this institution is certainly not great. President Hardy advises boys not to come there unless they have at least fifty dollars.

A great many of the students are poor boys, who do sufficient work in the several departments to pay their entire expenses, while four-fifths of them are on the pay rolls and making something as they go along. It is a matter of record that a number of the foremost young business and professional men in the state of Mississippi to-day are those who worked their entire way thru the A. and M. college. These are, of course, among the best and most valued friends of the institution.

Slander Retracted.

POUGHKEEPSIE, N. Y.—The suit brought by Supt. Edwin S. Harris against Mrs. Emily Collins, wife of School Commissioner Collins, to recover \$10,000 damages for slander, has been discontinued. Mrs. Collins signed a statement retracting allegations made by her to Frank B. Lown and William H. Wood, both members of the school board. She urges that since the commencement of the slander action she has investigated the subjects of her charges and finds that her statements were not true. The case had naturally created much local excitement since Mrs. Collins has obstinately declared that all her charges would be sustained by proof. Superintendent Harris has unquestionably been fully vindicated.

Philadelphia Items.

Reciprocity in teachers' permanent certificates and normal school diplomas between the states of Pennsylvania and New Jersey is to be an accomplished fact. Such an arrangement has been sanctioned by the legislatures of both states, and a conference was held, Nov. 13, in the office of Supt. Edward Brooks, of Philadelphia, at which it was agreed that life certificates of the state normal schools of either state shall be good in both. It was also agreed that first grade certificates of New Jersey and the Pennsylvania practical teacher life certificates in the three years' regular course and any other Pennsylvania normal school diplomas or life certificates covering more extended courses than the regular normal school course shall be similarly recognized. This action has not established reciprocity in normal school diplomas based upon the two years' elementary course. The New Jersey representatives at this meeting were led by State Supt. C. J. Baxter and the Pennsylvania delegation by Dr. N. C. Schaeffer, state superintendent of public instruction.

The committee on night schools has authorized the opening of a two-division night school in the Boon's Dam building, on Tinicum avenue. Miss L. U. Smith has been elected principal. Night school attendance is large throughout the city and fifteen additional teachers have been appointed.

New Teachers; no Money.

The board of education has elected three additional instructors in the commercial high school for girls but, tho their services are urgently needed, it seems unlikely that they can be assigned to duty before January 1. As usual, money difficulties intervene. When this school opened last September 1,345 pupils were enrolled under a faculty consisting of but twenty-seven instructors. Last month an appropriation of \$29,000 was made by councils for teachers' and janitors' salaries, but by some agreement the whole of this sum is to go to the elementary schools.

The instructors elected are Miss Mary A. Erben, graduate of the normal school and holder of certificates in mathematics from the University of Pennsylvania and from Harvard; Miss Henrietta S. Pollock, graduate of the normal school, 1900, and now assistant teacher in the twentieth section; Miss Annie M. Clyde, normal school '87, for many years a teacher in the thirty-sixth section.

Abolition of Examinations Works Well.

Thus far it would seem that the change from a system of examinations for admission to the high schools to a certificate system is justifying itself by its results, and that the confidence reposed in principals and teachers was not misplaced. In freshman classes at the high schools the number of students who have withdrawn during the first two months of school is much smaller than in any recent year. This fact would seem to indicate that the students in this year's classes are, as a whole, better prepared than were the classes of other years. At any rate no less than 1,917 of the 2,400 freshman students were exempted from the entrance examinations.

Prize Competitions for Teachers.

Very many of the instructors in the high schools have entered the competitions for prizes of \$250 each, offered by the University of Pennsylvania for the best essays on "The Advantages Which Accrue for a Classical Education," and "The Scope and Importance of the Work of Scientific Museums." Only teachers in the public high schools and normal schools of the state of Pennsylvania are eligible. The rules governing the competition are as follows:

"No prize will be awarded, unless, in the judgment of the three professors appointed for that purpose, the work done from it reaches a high standard of excellence; all essays in competition for these prizes must be handed to the dean of the college, Dr. J. H. Penniman, on or before May 1, 1902; must be signed with a fictitious name, and be accompanied by a sealed envelope, on which is written the fictitious name, and in which is enclosed the writer's real name and address; essays submitted for the prizes must be typewritten, and the university shall have the right to print the winning essays, over the name of the author, if it be deemed desirable; essays failing to receive a prize will be returned to the writers if they so request."

Cost of Compulsory Education.

The board of education wants \$50,000 to carry out the provisions of the new compulsory education law. With this sum it will be possible to have an attendance officer for each school section and ten special schools.

Whether councils will come to time with such an amount remains to be seen. The limit of appropriation for the enforcement of the old compulsory law was \$10,000, a sum that the board found to be totally inadequate. All that it could do was to appoint fifteen attendance officers and establish two special schools for truants and incorrigibles. Some of the councilmen are said to oppose the present request on the ground that it is ridiculously extravagant, and they are rather inclined to jibe at compulsory education anyway, declaring that there are more children on the street today than ever before in the history of the city. All this is probably true, but the conclusion that the compulsory education law is responsible is not logical. Many of the 10,000 children not attending school are out because councils have been bethand in providing funds for school building purposes.

Enthusiastic Students of Education

WILMINGTON, DEL.—The principals' round table, composed of the city principals, has established a working reference library at the high school. Here are to be found the latest and best books on educational topics together with the standard educational and general periodicals. Supt. G. W. Twitmeyer has placed upon the shelves for convenient reference a large number of valuable records in bound volumes, together with seventy standard pedagogical classics. Miss Mary C. I. Williams is serving as librarian. One book each week may be taken home, and the magazines, except the current numbers. The faculty members of the high school have joined in subscribing for the foundation of a pedagogical library, and a large number of books will soon be purchased.

At the Willard Hall grammar school the teachers have formed an educational magazine club. In other schools similar clubs will very shortly be started. Everywhere throughout the city the teachers, and thru them the pupils, are feeling the benefits of closer touch with progressive educational thought.

The November course of study from *The Educational Foundations* upon "The Art and Purpose of Questioning," has been very stimulating. Superintendent Twitmeyer says of the subject of questioning: "The question is the basic element in every recitation; it is the best means of awakening interest, arousing curiosity and stimulating thought. It is both a test of attainment, and a stimulant to self activity. The teacher who has mastered the art of questioning is master of the pedagogic art." Nearly every teacher in the city has bought McLellan's *Art of Questioning*.

In and Around New York.

A series of lectures in psychology, history, and principles of education, acceptable to the regents of the University of the State of New York and to the board of examiners of New York city is announced by the New York society of pedagogues.

Late gossip has it that Mr. John E. Eustis and Mr. James Parton Lee, both of them school commissioners under Mayor Strong, will return to the board.

The High School Teachers' Association of the boroughs of Manhattan and the Bronx, of which Dr. Frank Rollins is president, will hold its next meeting on Saturday, December 7, at 10:30 A. M. in the hall of the board of education. The subject to be discussed will be "The Articulation of the Elementary and Secondary Schools." City Supt. W. H. Maxwell and Associate Supts. A. P. Marble, and H. W. Jamison are on the program as principal speakers.

Dinner to Dr. Ettinger.

The New York City Teachers' Association has decided to give a testimonial to Dr. W. L. Ettinger, principal of public school No. 1, who has decided to decline re-election to the presidency of the association. The event will take place at the Hotel Marlborough, November 23, at one P. M. The committee in charge of the dinner is composed of Louis L. Lambert, P. S. 8, 29 King street, chairman; Hugo Newman, Van Evrie Kilpatrick, Isabel Finley, Thomas B. O'Neill and Sarah F. Buckelew.

City College Club Meets.

An unusually interesting meeting of the City College club occurred Saturday evening, Nov. 16, at which the president, Gen. Alexander P. Ketchum, read a paper on "Some Thoughts of the College." There was also a discussion of the question of a new site for the college. Among prominent alumni present were—Edward Lauterbach, Richard L. Sweezy, Supt. James R. Godwin, Prof. Adolph Werner, and the president of the alumni, Ferdinand Shack. Arrangements were made by which General Ketchum's address will be published and mailed to every alumnus of the college.

Marking Fort Washington Site.

A beautiful memorial of granite, marble, and bronze, the gift of James Gordon Bennett, Esq., was dedicated on the site of old Fort Washington November 16. A feature of the celebration was the service in memory of those who fell in the battle, held in the Holyrood P. E. church at Kingsbridge road and 181st street. During the day there was an exhibition of relics of the battle in the guild room of the church.

German Theater Co-operates.

Director Couried, of the Irving place theater, is making an admirable effort to secure co-operation between the school and the German stage. On Saturday, Nov. 16, about 600 pupils of various public and preparatory schools took advantage of greatly reduced prices to attend a matinee performance of *Wilhelm Tell*. Among the schools represented were the De Witt Clinton high school, the Wadleigh high school, the Girls' high school, of Brooklyn, the Pratt institute, the Packer institute, and the Newark high school.

Mothers' Clubs and the Schools.

At the recent assembly of mothers in Rochester it was determined that a new line of work will be adopted by the Mothers' Club of this city. A committee is to study the conditions at P. S. No. 1, Dr. Ettinger's school, to find out how mothers and teachers can work together for the best interests of the teachers. This school already has a club made up of mothers

and teachers, who meet once a month in conference. In Rochester there are twenty-seven schools which have parents and teachers' associations, with 1,500 mothers and teachers on their membership list.

At Teachers College.

Important changes in the general regulations governing courses of study and the awarding of diplomas were announced at a recent meeting to the student body by Dean J. E. Russell. The higher diploma, diplomas in secondary and elementary teaching and the various departmental diplomas will all be abolished, and in their stead will be substituted diplomas of three grades, viz., the bachelor's diploma, the master's diploma, and the doctor's diploma. These will be granted for amounts of work equivalent to the usual academic requirements for degrees.

The formal dedicatory exercises of the new Horace Mann school, the gift of Valentine E. Macy and Edith C. Macy, will occur Dec. 5 and 6. The general public will be admitted to the building from 1 to 7 P. M., Thursday, Dec. 5. The official exercises will take place in the auditorium.

The principal speakers will be ex-President Daniel C. Gilman, of Johns Hopkins university, and Mayor Seth Low, of New York.

The Teaching of Literature.

A regular monthly meeting of the New York Educational Council was held at the New York university building, Washington square, Nov. 16, Pres. W. M. Swingle in the chair. The subject for discussion was "The Teaching of Literature in the Public Schools."

The subject was treated generally by Prin. T. Wilmer Kennedy, of Newark, N. J. Mr. Kennedy said in substance:

Imagination is the supreme intellectual faculty, the one which ought apparently to be cultivated before all others. Yet it receives, as a rule, less attention from educators than any other faculty. The reason for this apparent neglect is not far to seek. To train the imagination implies resources which most teachers and schools do not possess. Of all educational problems this is the most elusive.

It is easier to tell what not to do in the study of imaginative literature than what to do. It is obvious that many schools make the mistake of having literature studied as if it were like arithmetic or spelling. There are people who believe that the accumulated emotionality of the ages can be communicated in a certain number of lessons. Clear thinking upon the relation of literature to life has still to become general. In popular thought a poem or picture is an individual expression of feeling, unrelated to the life of a nation and an age. The American authors, to take an instance near home, reveal the vital truths about the American people—the facts that every citizen should know. Lowell, Longfellow, Irving, Hawthorne, Whittier—these men were blood of our blood. They represent the best aspirations of our race. In their strength and in their weakness they stand as the truest representatives of the American spirit of their day.

That spirit has somewhat changed in these days of great industrial combinations is evident. We are apt to give overmuch emphasis to such facts as that the iron pigs turned out in one year in Pittsburgh would girdle the earth three times, or that the poultry raised in Ohio would form a line of flight extending from the earth to the moon. Materialism does not need to be taught in the schools. The children get enough of it at home and in the street. The emphasis should be upon the works of the imagination. I believe it is a mistake that the classic authors hold in many school systems the place of supplementary

reading. They should be the regular reading of the grades. There is great profit in being grounded in a few authors. Children should learn that there is an aristocracy among books; that the great classics represent the survival of the fittest among literary productions. Only thus can they be saved from promiscuous reading. Free love among books is a form of baneful immorality. Pupils' tastes should be set to Scott and Irving that they may not acquire the appetite for the slops of the literary grog shop of to-day.

Intensive and critical study is plainly out of place in the school room. There are teachers who make young pupils do what no sane person ever does on his own account. tiresome excursions into etymology or zoology lead directly away from the main point. It is a mistake, if "The Village Blacksmith" is being read to turn it into a lesson on chestnuts.

Silent reading as a method of thought getting should be much encouraged. Oral reading should be a matter of interpretation.

The first reading, naturally, should be the nursery classics. The liveliest activity of the child is fancy. Fancy should be trained in the direction of imagination and spirituality. The atheism and materialism now painfully present in this country are largely the result of the banishment of works of the imagination by the Puritans, and of contemporary devotion to gradgrind facts.

In particular the English of the Bible should have a place in the school curriculum. It is the foundation of good style. The late Charles A. Dana used to say that no young man was fit to write for the New York *Sun* who was not steeped in the English of the Bible. It is highly desirable that portions of the book be taught in the public schools with attention to their literary value and poetic beauty, for these are, and probably cannot, be properly brought out in the Sunday-school where all the emphasis is laid upon the ethical and theological content. Familiarity with the Bible is a liberal education, and without it there is no liberal education.

History should go hand in hand with literature in the schools. Especially is this true of history as taught by modern methods. Actual research work is, of course, out of the province of the elementary and high schools; but study of some of the historical documents that also have literary value is quite possible. Such works as the excellent Old South leaflets should be used largely in the schools.

Mr. Kennedy's lecture was followed by a twelve-minute talk from Prin. A. G. Balcom, of Newark, N. J., on "Literature in the Primary Schools." Mr. Balcom argued that as the majority of children leave school at a very early age, the problem of literature teaching is largely one of instilling a desire and developing a capacity for the reading of clear and wholesome literature. Some one has said that the first three years of school should be spent in learning to read; the next three in reading to learn. In oral work there should be a distinct aim at fluency. The literary value of good expression has hardly ever been appreciated properly. The use of the voice should command more attention. Appreciation of a selection is immensely enhanced by full resonant intonation. Dramatic representation of any kind is also valuable, and where a poem or story can be represented in any dramatic fashion, this should be done.

Class-room libraries should be in every grade, even the lowest. Teachers should study the tastes of their pupils and get up little collections of good books that they will read. The home cannot be relied upon for literary guidance. In most families children read about what they like. It is the teacher's province to direct wisely.

Prin. E. H. Dutcher, of East Orange, N. J., spoke on "Literature in the Grammar Schools." He said that it is hardl

necessary to argue the value of literary study in the public schools. Literature cultivates the right kind of emotionality, and the child has an inalienable right to receive an early literary training. Especially should the right be emphasized in this commercial age.

In every school system there should be a regular course in literature, prescribed but yet only suggestive. That is to say, every teacher should be allowed to introduce reading upon topics that are timely or that are especially interesting to her. At the same time she should have a carefully planned course to fall back upon when she needs it.

Such a course ought to present considerable variety. The interests of children vary, and as wide a range as possible should be included. Above all that which actually will interest the child, not that which in theory ought to interest him, should be the basis of selection.

The selection of books for the school library is a very important matter. The present taste is undoubtedly for rather exciting fiction. We should try to counteract that tendency. History and literature hold the highest place as cultural subjects. It is good in the school library to have a great many history books. The literature in the school should be the basis for most of the written work. The study, however, should not be too detailed.

In the unavoidable absence of Supt. E. G. Lantman, of Port Chester, who was to have spoken on "Literature in the High School," Prin. Newton B. Hobart, of Greenwich, Conn., gave an able discussion of this question. He said in part: Why is the subject of the teaching of English literature constantly up for consideration? Plainly because it is one of the hardest to solve. The results in it are intangible, the processes elusive. The teacher of English must be very broad, and at the same time a close specialist. He must be sympathetic. One cannot push or pull students into love of literature. Where a feeling of constraint between pupils and teacher exists, the results are liable not to be satisfactory. In no other department of teaching is it so true that the teacher is the whole game.

The work in English in the high school presents some special difficulties. One of these lies in the necessity of meeting the college entrance requirements. In this connection it seems to be a good plan to begin with those works of literature which are nearest us in point of time and feeling, working back to the more remote.

Another difficulty is in the age of the pupils. During the adolescent years ancestral characteristics come out very strongly and pupils with centuries of illiteracy behind them seem to be unable to keep up in any study that requires literary appreciation. It happens constantly that a pupil who shows marked ability in the mathematics, sciences, and ancient languages, cannot compass the work in English literature tho' it seemingly presents far fewer difficulties.

After Mr. Hobart's talk a general discussion took place in which Supts. Shear, Gorton, Spaulding, Young, Kaiser, and others took part. It was decided that the next meeting of the council would take place on Dec. 14, instead of Dec. 21. The leading speaker will be Dr. Myron B. Scudder, of the New Paltz normal school.

Physician to Schoolmasters.

EAST ORANGE, N. J.—Dr. Edgar C. Seibert, president of the Orange board of education, delivered an address on "Some Medical Considerations in Education," at the meeting of the Essex Schoolmasters' Association in the Ashland public school, Nov. 14. He advocated more attention to the physical well being of pupils. The children of the poor, he maintained, are sadly neglected, in an environment that of itself tends to produce defective eyesight and distorted brains. The physical well

being of these children is of at least equal importance with their intellectual progress. In fact the two are inextricably bound together. Above all things, over-pressure should not be applied to children. They should not be robbed of their periods of recreation.

Dr. Seibert spoke strongly in favor of medical examination in the schools to discover these supposedly backward pupils and, where possible, to give them special training.

Supt. Addison B. Poland expressed his approval of Dr. Seibert's contentions and explained in detail the results already arrived at from medical inspection in Newark schools.

Supt. William E. Chancellor, of Bloomfield, advocated shorter hours for primary grades.

Color Line in Jersey City.

Miss Margaret Brown, a young colored teacher, was appointed at the meeting of the Jersey City board of education November 14, to take a place in public School No. 12, Crescent avenue and Astor place, succeeding Miss A. B. Stryker, resigned. This school is in the better part of the residential quarter of the city. Complaints have already been made, and parents have threatened to withdraw their children from the school. The directors allege that Miss Brown had to be appointed because she stood first in the eligible list. She is said by her former teachers in the high school and the training school to be an unusually bright and capable young woman. There is one other colored teacher in the Jersey City system, Miss Daisy Fearing, of School No. 19, who was appointed under the merit rule two years ago.

Stokes Law Invalid.

TRENTON, N. J.—The Stokes school act, passed in 1900, has been declared unconstitutional by the unanimous opinion of the Court of Errors and Appeals. The act was introduced by Senator Stokes of Cumberland, was carefully examined by the governor and other eminent lawyers, and was passed. Yet it was constitutionally worthless, and its abrogation will bring all sorts of confusion.

Some of the effects of the decision are already being talked of. For instance in Jersey City it will turn out of office, Jan. 1, the ten directors of education who were reappointed by Mayor Hoad last May. Their successors will be appointed by Mayor Mark Fagan, Republican, who will thus be able practically to reconstruct the board, since only three of the directors can hold over.

Minnesota Doings.

The Minnesota State Debating League is arousing considerable interest among the contesting schools. The question for discussion is:

"Resolved, That capital punishment should be abolished." The initial contests occur before January 1, and the finals before the close of the school year. The prize is a substantial one, worthy of a strong effort.

The normal state board of control affair has been transferred to the supreme court of the state. The struggle to see whether the normal board or the board of control established at the last legislature shall have jurisdiction over the normal schools has been a prolonged one.

Gustavus Adolphus college celebrated its quadricentennial November 2-5. The distinguished Bishop Von Scheele, from Sweden, participated in the exercises. Not often is a Minnesota institution honored with the presence of so distinguished a man. Great preparations are being made for the State Teachers' Association during the holidays. Among the attractions will be Booker T. Washington, the famous Southern educator. The Minne-

sota educational exhibit at the Pan American will be set up for the benefit of the visitors to St. Paul.

Chicago and Thereabouts.

The Chicago Teachers' Federation invites all teachers and their friends to a reception to be held at the Art Institute, on Saturday, November twenty-third, at eight to eleven P. M. The Federation office is located at 437 Unity Building, 79 Dearborn street, where cards may be obtained.

The magnificent memorial address delivered at the University of Illinois, memorial convocation, Sept. 19, by Pres. Andrew S. Draper has been published. Of all the many memorial orations inspired by the sad occurrence at Buffalo this is easily one of the noblest. There are passages in it which should become classic.

Failure of Pension Fund.

If the teachers' pension fund is not already dead, it seems at least to be in a moribund condition. Another blow, in the shape of a sixty per cent. reduction, has fallen. About a year ago the annuities were reduced from \$600 to \$450. This scaling down caused a protest, and many teachers complained that they have no desire to contribute toward so small a pension. A second reduction will mean a maximum annuity of only \$240, certainly not enough to live upon. The number of withdrawals from the fund has already been appalling. Most people see the finish of the fund, unless legislative succor is forthcoming.

Fire Drill in Nuns' School.

The fire drill system at the Catholic academy of the Sisters of Mercy at St. Xavier's is more complete than in any public school of the city. The nuns hold daily practice drills and receive instruction concerning methods which best insure the safety of the pupils under their charge and, how most effectively to fight a fire, says the *Chicago News*.

The fire signal is given at different times each day and is not expected by either the nuns or the pupils. The children's classes of the institution when the signal is given leave the class-room and go thru the exits on a hop, skip, and jump, singing as they go along.

The nuns in their own drills are taught what positions to take while the pupils file out, and then what duties to assume in case it should be necessary to fight the fire. Some are stationed at the water pipes and fire hose to work the fire extinguishing apparatus, while others are assigned to other methods of protecting the property. There is one general fire call for all the nuns to assemble when they are alone, and then each sister has a separate bell call which summons her individually. Thus the absence of any nun at the general alarm call is noticed and the cause ascertained.

A Lucky School District.

Down in Calhoun county, Illinois, is a school district which supports two public schools with eight months terms, free tuition, free text-books, and other modern improvements, and yet has no annual tax levy to make. This apparently ideal state of things is due to the philanthropy of Benjamin Keck, who died in 1871, leaving all his personal property to the district for the maintenance of its schools. The fund now amounts to about \$13,000, the interest of which is ample for the educational purposes of the district.

HAZLETON, Pa.—The girls in the local factories are petitioning the board of education to open night schools for their benefit. Evening classes have already been established for boys and young men, and the girls see no reason why they should not have similar privileges.

Educational New England.

BOSTON, MASS.—At the meeting of the school board, Nov. 12, Mr. John F. Casey was elected head master of the English high school. A large number of appointments were made at the same meeting, among them Francis Conlin, assistant in the East Boston high school, and Annie Merrill, special teacher of commercial branches in the South Boston high school.

Miss Joanna S. Putnam, for many years a teacher in the Charlestown schools, died at her home in the city, Nov. 12. Miss Putnam was eighty five years old and had not taught for a number of years, yet she was active and took great interest in all public affairs until about one month ago, she fell and fractured her hip. The accident resulted in her death.

CAMBRIDGE, MASS.—At the meeting of the board of overseers of Harvard university, held Nov. 12, Eugene A. Darling, M.D., was appointed instructor in hygiene.

SALEM, MASS.—Three of the public kindergartens which were closed last winter have been re-opened by the school committee, the people of the city not being satisfied that this line of educational work should be abandoned on the plea of economy. One is at the normal school, Miss Newton, teacher; the second at the Browne school, Miss Ransom, principal, and Miss Edith Brown, assistant; the third at Beckford street, Miss Harrington, principal, and Miss Cushing assistant.

WILLIAMSTOWN, MASS.—Altho the board of trustees of Williams college failed to elect a president at their recent meeting, it is generally believed that Dr. Edward Herrick Griffin, dean of Johns Hopkins university, will be the next president. He was on the faculty of William from 1872 to 1889, a part of the time as professor of Latin, and then as professor of intellectual and moral philosophy. When his name was first proposed, he declined to be considered, but now he will probably accept, if elected. He received five votes at the last meeting, more than were given to any other candidate.

BENNINGTON, VT.—A corporation has lately been formed here for erecting and maintaining "The Teachers' Home Retreat," for the benefit of indigent female teachers. This corporation is to administer the fund, now amounting to \$40,000, left by Miss Lucy S. Ruggles, to establish a home where teachers can secure a living at terms within their means. Miss Ruggles was well known as a teacher and writer. During her residence at Bennington she lived almost apart from friends and acquaintances. At her death she left all her property to found this home.

WELLESLEY, MASS.—The annual report of Pres. Caroline Hazard, of Wellesley college, shows about one hundred more students in attendance than last year. For the first time a special room has been provided for the use of the graduate students, of whom there are twenty-three in attendance, some of them alumnae of Western institutions.

PROVIDENCE, R. I.—On the evening of November 8 the corporation and faculty of Brown university tendered a reception to Profs. Alpheus S. Packard, M.D., Ph.D., LL.D., and Carl Barns, Ph.D., as a public recognition of the honors recently conferred upon these professors by scientific societies in this country and England. Prof. Alpheus Hyatt, curator of the Boston Natural History Society, and Prof. A. G. Webster, of the department of physics, in Clark university, were guests from abroad, and both made brief addresses, Mr. Stephen O. Edwards spoke for the corporation, and Profs. J. H. Appleton and W. C. Bronson for the faculty, while Prof. W. W. Bailey read a poem appropriate to the occasion.

The New Hampshire Meeting.

The State Teachers' Association held its forty-eighth annual meeting in this city October 18 and 19. Prin. F. L. V. Spaulding, of the Lincoln grammar school, presiding. Prof. E. F. Richardson, of this city, supervisor of music, conducted an exercise to show his method of instruction in the subject. This class consisted of fourteen pupils taken from each of the several grammar schools. Mayor Wm. C. Clarke welcomed the teachers to the city and spoke of the progress made educationally since he began to serve the city as mayor. Five new school buildings had been erected, and the city now has about 5,500 pupils, with 5,000 more in the parochial schools. Yet the number increases so rapidly that another new building is needed already.

Supt. Thomas M. Balliet, of Springfield, Mass., was the principal speaker of the morning. He took for his subject "Habit." He traced the method by which pupils become so accustomed to special acts that they are largely automatic and showed that the skilful teacher always takes advantage of this faculty. From this arises the value of training, so that in the extreme cases, a man with given power and full training can accomplish more than one of greater native power who lacks the training. Finally, habit in a similar way largely controls in thought as well. Hence there needs to be careful adjustment to environment.

Rev. Wm. J. Long, of Stamford, Conn., spoke upon "Nature and the Child." An enthusiastic lover of nature, he possesses the happy faculty of awakening a similar enthusiasm in others. Mr. Long showed that nature and the child should be thought of in common. An unnatural child is the worst thing possible. Each child should receive the uplift that comes from contact with nature. Goethe and Froebel alike showed that nature and the child should go together. Nature is the natural stimulus to reverence in the child. The woods with their waving trees and sounding aisles taught our ancestors of ten thousand years ago reverence, and they will do the same for our children if we will only take them there. Hence the child must be led out and taught to see what he comes in contact with, and then he must be led to feel that he is in personal contact with Almighty God. Nature should be carefully distinguished from science. Science is analytic and demands the laboratory and the microscope. Nature study merely teaches the child to see what he comes in contact with, and he is free for the problem of the world. Such training carefully guided and wisely directed becomes the best education, for it not only trains the intellect but also the will, and in this it improves upon ordinary educational methods which are defective in that they neglect the will.

In the afternoon, the association met in three sections. The high school section, presided over by Prin. John F. Kent, of the Concord high school, considered the report of the committee selected to prepare a course of study for high schools and discussed details of its arrangement. The relation of the high school to the lower grades and to the colleges was also under discussion.

The grammar section was presided over by Supt. George H. Witcher, of Durham, and the subject of interest was as address by Miss Virginia Spencer, of the Plymouth normal school, on "History for Intermediate and Grammar Grades." Supt. H. C. Morrison, of Portsmouth, spoke upon "Economy of Effort in the Grades."

The primary section listened to an address by Miss D. E. Mitchell, of the normal school, upon "Material for the Primary Grade," and Miss Katherine H. Shute, of the Boston normal school, treated of "Ideals in Literature."

The feature of the day was the appearance and address of Col. Francis W. Parker, director of the School of Education, Chicago university. Colonel Parker is a son of Manchester. His early teaching was in the city, and its citizens rejoice in the honorable place which he has won for himself among the educators of the country. His subject was announced as "Artist or Artisan, Which?" and he spoke of work, that sort of work which puts something into human life. He took for his text, "Your work makes you." He pointed out very fully the two kinds of work, the one in which the work is an end in itself, and the other that in which the work is only a means to something beyond and higher. The true teacher takes hold of the latter, makes it his ideal, and thus puts a similar ideal into the mind of his pupils.

Supt. Henry C. Morrison, of Portsmouth, was chosen president for the coming year; Supt. George H. Witcher, of Durham, vice-president; and Miss Addie F. Straw, of Concord, secretary.

The Hartford Convention.

HARTFORD, CONN.—The fifty-fifth annual meeting of the Connecticut State Teachers' Association convened in this city October 18. Dr. Arnold Tompkins, principal of the Chicago normal school, delivered the opening address to a large audience, over which Supt. Charles W. Deane, of Bridgeport, presided. Dr. Tompkins' subject was, "Altruism as a Law of Education." The idea made prominent was that all thought should be directed towards finding out what is best in another. The noblest things a man does are those in which he forgets himself and works for the benefit of other men. He cited as illustrations of altruistic living, Spencer who bestowed all his efforts upon scientific study, and Max Mueller, both of whose lives were as truly altruistic as Florence Nightingale's.

The ability of men and women to lose themselves in the good of others marks their progress upward. The law of competition seems to be squarely inimical to altruism, but investigation shows that this is not true. The man who sells goods is constantly looking to the interests of his customers. A teacher who is not self-forgetful and sympathetic is not altruistic, and he is not developing his character. The best thing a man can do for his soul is to forget that he has a soul and do things that will benefit the souls of others.

ROUND TABLES.

After the general meeting of the morning the educators separated into round tables. The discussion of temperance physiology was well attended, the interest in this subject having been thoroughly aroused all over the state. Supt. W. B. Ferguson, of Middletown, presided. Prof. W. H. Conn, of Wesleyan, favored appealing to the moral in temperance teaching rather than to the physical side. He would dwell upon the true way of living rather than upon the child's fear of evil and the awful results of intemperance. Dr. Jay W. Seaver, of Yale, decried the habit of smoking among school boys. Nicotine reduces the boy's muscular power and relaxes his moral power. State Superintendent Stetson, of Maine, referred to the system in his state whereby teachers are obliged to give instruction in morals, manners, and temperance.

At the round table on physical training, conducted by Supervisor Harvey C. Went, of Bridgeport, valuable suggestions were given by Dr. Edward B. Hooker, of Hartford, who urged the teachers to live correctly themselves, to eat regularly and of healthful foods, and to bathe often. He advocated cold baths and declared that they are one of the best preventives of catching cold. He also advocated as much open-air exercise as possible.

Papers were read at the language round table by Supt. W. A. Smith, of Ansonia;

Principal Mathewson, of Milford; and Mr. Hitchcock, of the Hartford high school.

Supt. Charles B. Jennings, of New London, who conducted the history section, argued that history is of the greatest educational value, both mentally and morally, in the child's development. History is inspirational; it lifts a boy out of himself and his environment and introduces him at once to individuals who have achieved renown. Consequently, history should deal entirely with individuals in the case of the child under sixteen. The personal element appeals to the pupil above everything else. He should become acquainted early with great historical characters. A course of reading in individual history makes a pupil broader. History is the most potent means for inculcating patriotism. Children of foreign parentage must learn our customs, laws, the story of our country's founding and its subsequent history. The best interests of the pupils are subserved if essentials are carefully and vividly presented. The principal events should be taught clearly and unimportant events omitted. Prof. John Rossiter, of Norwich, emphasized the importance of history teaching in the developing of good citizens, and Prin. Edgar C. Stiles, of West Haven, laid stress upon the patriotic side of history teaching.

Principal Curtiss, of Old Saybrook, opened the geography discussion by reference to the two plans of teaching; one, whereby reading with a map is made paramount, and the second whereby science and other subjects are included in the work. In the discussion that followed both sides were ably supported.

Prin. A. B. Morrill, of the New Haven normal school, took his usual stand of advocating location in geography teaching. There is much in geographies which should not be there. His chief argument was the use that newspapers make of maps to emphasize localities where war is being waged. The press knows what its readers want and gives it to them. The want of the people should be supplied in the school as well.

Prin. F. A. Verplanck, of South Manchester, presided over the manual training section. The questions discussed were:

1. Eighty minutes for manual training, no mechanical drawing. Is it advisable to take the time allowed for the former to teach the latter?
2. What relation should the mechanical drawing bear to the wood work of the grammar grade?
3. How many periods per week and how long periods may be profitably given to pupils in the first four grades?
4. Is a one hour period per week sufficient for pupils above the first four grades?
5. What is the best method of present-

ing wood work to a class of beginners of an average age of ten years?

6. If a pupil ruins a piece of work, should he be made to do it over until a good piece is made?

7. How far shall a boy be encouraged to work out his own schemes rather than follow a prescribed course? Is such work original?

8. What kind of profitable work can be done in the lower grades with least expense?

9. Should every piece of work be a finished piece and something useful in the home? If not, to what extent may exercises be used to advantage?

10. A high school class are doing work outside of school hours. Should they be compelled to follow a prescribed series of models?

11. Should girls be permitted to choose between cooking and sewing on one hand and manual training on the other?

12. Manual training a fad. What can be done to eradicate this idea?

13. How can school officers be brought to see the value of manual training?

14. Is Connecticut falling behind in the manual training movement? If so, what can we do?

15. Shall the manual training teachers of the state form an organization?

Other round tables were held on arithmetic, reading, language.

HIGH SCHOOL SECTION.

In the high school section Mr. F. P. Moulton, of Hartford high school, read a scholarly paper on "The Aims and Methods of Teaching Latin." Mr. Homer P. Lewis discussed "Electives in High Schools." His suggestion to make Latin obligatory the first year met with some opposition as well as his conclusion that if a pupil is poor in Latin he is probably poor in other studies.

GRAMMAR SECTION.

A strong feature of the grammar section was the discussion of the "Backward Pupil or the Lower Half." Principal Stanton, of Norwich, emphasized the importance of studying every phase of childhood, the habits, environment, experiences, likes, and dislikes. He advocated the need of physical training to secure better mental development, and manual training to reinforce the visual and auditory sensations. Slow children find difficulty in realizing words—consequently illustrations, charts, models, apparatus, diagrams should be in constant use.

Miss Eliza A. Cheyny dwelt upon the same subject in connection with the influence of the school garden on the lower half. She pointed out the benefits derived from witnessing the cycle of life, the training given in recognizing the rights of others, the interest taken by parents, and the abundance of material fur-

nished for school work about which the children would have live ideas.

INTERMEDIATE SECTION.

Prin. Clarence A. Brodeur, of Westfield, Mass., addressed the intermediate section on reading. He made a strong plea for that method of teaching reading which should gather up all the treasures of the printed page, not only the story, the description, the sentiment, but the meaning of the story in its broadest sense. The child should be encouraged to get his own idea. He should think out for himself the truths embodied in the lesson. The best teacher of reading is the one who loves books and knows how to use them to the best advantage. The teacher's desk should have good books upon it, where the pupils may have access to them. "Morals and Manners" was treated by Mr. William C. Bates, of Fall River, Mass. He believes that pupils should be taken into the confidence of their teachers and be treated as ladies and gentlemen. The teacher who does this cannot help getting along well with her pupils.

PRIMARY SECTION.

In the primary section, which was presided over by Miss Adelaide V. Finch, of the Waterbury training school, State Superintendent Stetson, of Maine, urged the teacher to use as much illustration by means of pictures as possible.

Mr. Will S. Monroe, of Westfield, considered it wholly wrong and unnecessary for teachers to be burdened with children that should be in the reform schools. It is oftentimes best for a defective child to go to such an institution where the curriculum is not so much a matter of books as it is of physical training and of practical matters which the child can assimilate when it cannot assimilate what is found in books. The reform schools in many states are fitted to do the work for special children which a public school cannot do.

KINDERGARTEN SECTION.

Pressing kindergarten problems were discussed by Prin. Charles H. Keyes, of Hartford. He expressed himself as greatly in favor of motor and musical education for the kindergarten. Games and marches should be studied by the teacher. Kindergarten plays are the beginning of a child's education. The teacher must be close to the children on the playground as well as in the school-room.

MUSIC AND ART.

The meeting of the public school music teachers was largely attended. Supervisor Francis Howard, of Bridgeport, gave a brief review of the system of school music in the United States, and Supervisor Irving Emerson, of Hartford, read a paper on "Music in Connecticut Schools." Mr. Emerson advocated the musical training of students in the normal school. He

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urged teachers to advocate, whenever practicable, the importance of music in a child's education. Supervisor Benjamin Jepson discussed "The Elements of Success in Musical Supervision." In the afternoon the pupils from several grades in the Hartford schools gave exhibitions of their singing. The High School Glee Club of Naugatuck, under the direction of Supervisor W. H. Miner, rendered the cantata "The Village Blacksmith." An organ recital, assisted by a quartet, completed a satisfactory program.

Able papers were discussed in the art section by Miss Emilie A. Dunn, of Wilimantic, Miss Celeste E. Bush, of Niantic, and Mr. F. L. Burnham, New Haven.

OFFICERS.

Officers for the ensuing year were appointed as follows:

Pres., Prin. F. A. Brackett, Hartford; First Vice-Pres., Supt. Charles B. Jennings, New London; Second Vice-Pres., Prof. William North Rice, Middletown; Cor. Sec., Mr. Samuel P. Willard, Colchester; Rec. Sec., Prin. T. H. Patterson, Bristol; Treas., Prin. W. F. Nichols, New Haven; Auditor, Prin. John G. Lewis, New Haven; Executive Committee, Prin. J. L. Cunningham, Bristol; Miss Sarah J. Walter, Wilimantic; Prin. F. H. Beede, New Haven; Prin. John M. Williams Torrington.

Told in Brief.

Peter Dunne recently made rather a good point in the following: "D'y think th' colledges has much to do with th' progress iv th' wurruld?" asked Mr. Hennessey. "D'y think," said Mr. Dooley, "tis th' mill that makes th' wather run?"

INDIANAPOLIS, IND.—The annual meeting of the Indiana City and County Superintendents' meeting, Nov. 7-9, brought out about sixty educators. The time of the convention was entirely taken up in the reading and discussion of papers. The only action taken was a resolution asking every town in the state which is without a curfew ordinance to pass one at once, and to press the enforcement of the ordinances already passed. Discussion of the advisability of free text books will be the main topic at next year's meeting. The following officers were elected: Pres.—John A. Wood, Laporte; Vice-Pres.—H. F. Gallimore, Zionsville; Sec.—T. H. Meek, Lawrenceburg; Treas.—H. G. Woody, Greencastle; Chairman, Executive Committee—D. W. Thomas, Elkhart.

CRAWFORDSVILLE, IND.—Prof. W. O. Emery has retired from the chair of chemistry at Wabash college, to be succeeded by Prof. J. B. Garner, who has had charge of the chemistry department of Bradley institute, Peoria, Ill., for the past five years.

PARIS, FRANCE.—A committee has been appointed to study the organization of the industrial school which the French government purposes to establish in the United States. M. Millerand, minister of commerce, is president. The other members are Senator Porrier, M. Balau, of the chamber of deputies; M. Charles Baudry, president of the civil engineers; M. Henri



Suffered 20 Years. Cured of Piles.

A. L. Husung, Alma, W. Va., writes: "I suffered frightfully for twenty years from itching, blind, and bleeding piles. I tried many remedies without relief, the first application gave blessed relief and part of a 50 cent box cured me completely." For sale by all druggists. Little book, "Piles, Causes and Cure" mailed free. Pyramid Drug Co., Marshall, Mich.

GERMAIN, president of the Credit Lyonnais; M. Albert Santiaux, chief engineer of the Northern Railway; M. Mascart, head of the institute; M. Louis Boquet, head of the Central school, and M. Leon Bourgeois.

ANN ARBOR, MICH.—The University of Michigan now has 719 women in the classes and a larger number of men than ever before registered.

ITHACA, N. Y.—Two handsome memorial windows are being placed in the apse on the east side of Sage chapel, Cornell university. They are the gift of William H. Sage, Esq., of Albany to Mrs. H. W. Sage and DeWitt Linn Sage. The memorials to Mrs. Sage will consist of reproductions in glass of Holman-Hunt's "The Light of the World, and Burne-Jones' "Hope." Those to Mr. Sage will be adaptations from Hart's paintings, "The Good Shepherd," and "The Figure of Life."

PRINCETON, N. J.—A tablet to the memory of the late Dean James Ormsbee Murray, of Princeton university, was unveiled in Marquand chapel November 10. It was presented to the university by 26 of Dr. Murray's former pupils. The tablet is carved from a beautiful piece of rose-colored Numidian marble, with a medallion portrait in bas relief of white marble. The architectural part is the work of Charles Rollison Lamb, well known as the designer of the Dewey arch, New York. The sculptor of the medallion was J. Q. A. Ward, president of the National Sculptor Society.

Keystone State Happenings.

The teachers' institute held at Johnstown, the last week in October, was considered by the superintendents and teachers present the best ever held in the city. During part of each day the teachers were instructed in general session in the large assembly hall. The rest of each day was devoted to section work in which the teachers were divided and instructed in the work suitable to the grade of each.

The instructors were: Dr. N. C. Schaeffer, superintendent of public instruction; Dr. Sanford Bell, of Clark university, Worcester; Dr. J. W. Redway, of Mount Vernon, N. Y.; Dr. S. C. Schumacker, of the West Chester state normal school; Dr. D. J. Waller, state normal school, Indiana, Pa.; Miss Elizabeth Lloyd, of Lansdowne, Pa., and Mrs. Letitia P. Wilson, of Johnstown, Pa.

Under the management of the efficient superintendent at Johnstown, J. M. Berkey, and the progressive board of controllers, a department of manual training has been recently established. The

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the washes, douches, powders, and inhalers in common use are very little, if any, better than the old-fashioned salt water douche.

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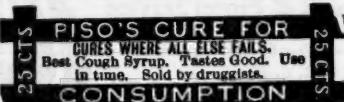
To cure catarrh whether in the head, throat or stomach an internal antiseptic treatment is necessary to drive the catarrhal poison out of the blood and system, and the new catarrh cure is designed on this plan and the remarkable success of Stuart's Catarrh Tablets is because being used internally, it drives out catarrhal infection thru action upon stomach, liver and bowels.

Wm. Zimmerman, of St. Joseph, relates an experience with catarrh which is of value to millions of catarrh sufferers everywhere. He says: "I neglected a slight nasal catarrh until it gradually extended to my throat and bronchial tubes and finally even my stomach and liver became affected, but as I was able to keep up and do a day's work I let it run along until my hearing began to fail me and then I realized that I must get rid of catarrh or lose my position as I was clerk and my hearing was absolutely necessary.

"Some of my friends recommended an inhaler, another a catarrh salve but they were no good in my case, nor was anything else until I heard of Stuart's Catarrh Tablets and bought a package at my drug store. They benefited me from the start and in less than four months I was completely cured of catarrh altho I had suffered nearly all my life from it.

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results up to this time are entirely satisfactory. Johnstown is one of the live cities of southern Pennsylvania.

East Conemaugh borough, Cambria county, has a very fine nineteen-room school building about ready for occupancy. It is highly creditable to the town and to the school board.

The teachers of the Reade township, Cambria county, held their first teachers' institute, Nov. 10. "How Much Should a Teacher Help Pupils?" "How to Determine a Teacher's Salary?" "School-Room Discipline;" "Should the Bible be Read in Schools?" were among the subjects discussed. This is the only township in Cambria county, that has a township high school.

The annual county institute of Huntingdon county was in session last week. The instructors were: Professor McNeal, of Lock Haven; Dr. A. B. Van Ormes, of Gettysburg; Dr. T. B. Noss; Prof. N. L. Long, Belfast, N. Y.; Prof. J. A. Myers, of Juniata college; Prof. I. D. Gush, of Milton. Every teacher in the county was in attendance.

California Illustrated

Copy of the illustrated monthly, *The Chicago 400*, a journal of travel and topics, reaches us by the courtesy of the Chicago & North-Western Ry. It is one of the finest illustrated publications that we have ever seen. The tinted half tones rival those of the finest magazines, and the letterpress of the whole edition is as perfect as that of any publication ever issued, pictorially and descriptively mirroring California's wonderful scenery. Copy will be mailed to your address upon receipt of 2 cents postage by W. B. Kniskern, G. P. & T. A., C. & N. W. Ry., Chicago, Ill.

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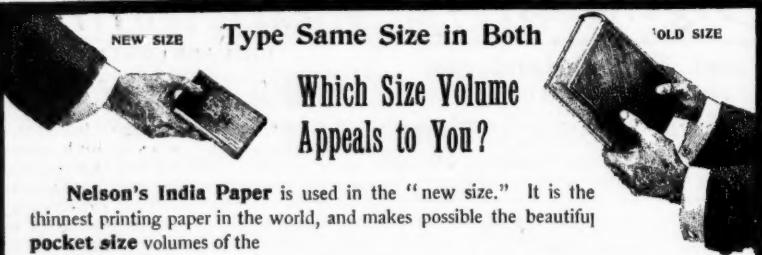
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